

Santillana

INTENSIVE ENGLISH

Level

4

Opening Doors

Reading and Writing
Activity Book

Standards
Based

www.santillanausa.com

Linda Ventriglia, Ph.D.

Level

4

Opening Doors

Reading and Writing Activity Book

Linda Ventriglia, Ph.D.

© 2007, Santillana USA Publishing Company, Inc.
2105 NW 86th Avenue
Miami, FL 33122

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage and retrieval system, without permission in writing from the publisher.

Opening Doors, Level 4

ISBN 10: 1-58986-557-X

ISBN 13: 978-1-58986-557-0

Editorial: Imperial Communications

Art: Bill Dickson, Contact Jupiter

Layout and cover design: Noreen T. Shimano

10 09 08

14 15 16 17

Printed in USA by HCI Printing and Publishing, Inc.

Santillana^{USA}
www.santillanausa.com

Our mission is to make learning and teaching English and Spanish an experience that is motivating, enriching, and effective for both teachers and students. Our goal is to satisfy the diverse needs of our customers. By involving authors, editors, teachers and students, we produce innovative and pedagogically sound materials that make use of the latest technological advances. We help to develop people's creativity. We bring ideas and imagination into education.

CONTENTS

Unit 1	All About Me	1
Unit 2	Environments Around Me	29
Unit 3	Resources	54
Unit 4	Types of Environments	84
Unit 5	Rain Forests	118
Unit 6	Deserts	150
Unit 7	State Geography	172
Unit 8	State Historical Events	207
Unit 9	Ecosystems	232
Unit 10	Pollution	255
Unit 11	Competing Interests	281
Unit 12	Change Over Time	304
Writing Checklist / Peer Editing		327



Digitized by the Internet Archive
in 2023

https://archive.org/details/isbn_9781589865570

a Asking and Answering Questions

- Ask and answer the questions with a partner.

What is your name?

My name is _____.

1



Maylee

What is her name?

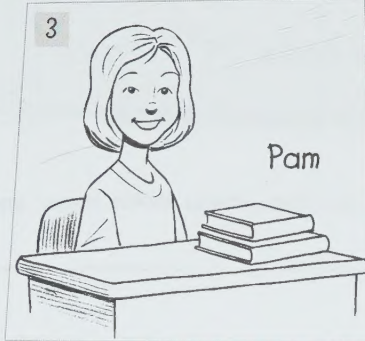
2



Jamal

What is his name?

3



Pam

What is her name?

4



Carlos

What is his name?

5



Angela

What is her name?

ELD Standard

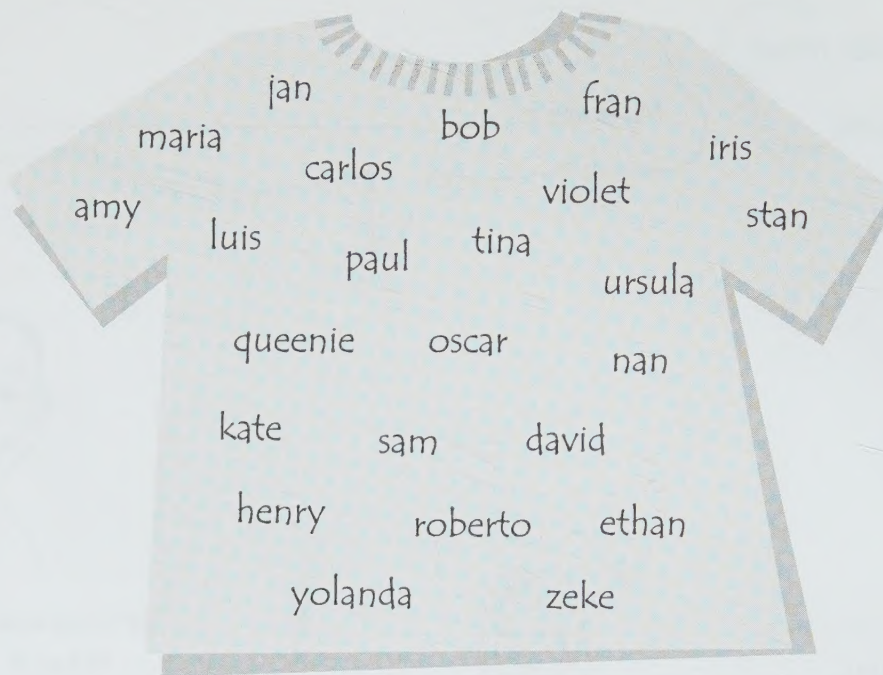
Ask and answer questions using phrases or simple sentences.

ELA Standard

Use simple and compound sentences in writing and speaking.

b Reviewing Alphabetical Order

- Write the following names in alphabetical order.
- Don't forget to begin each name with a capital letter.



ELD Standard

Write the English alphabet legibly. Use capital letters to begin sentences and proper nouns.

ELA Standard

Arrange words in alphabetical order.

c Word Families, Spelling Friends _ame, _ail

- Review the meaning of each word in the box.

blame

name

frame

flame

same

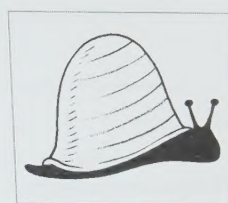
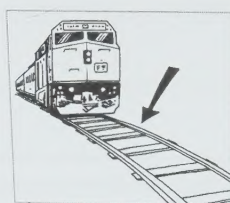
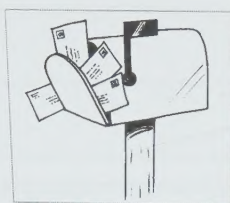
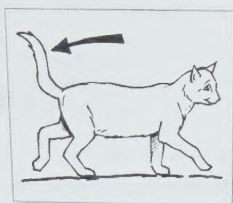
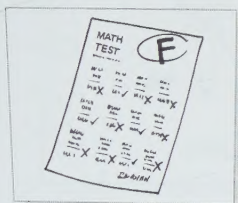
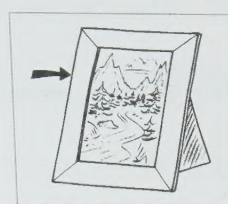
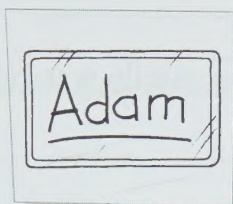
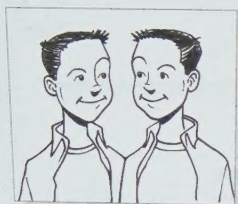
fail

mail

snail

tail

rail



- Read the words in the box.
 ■ Write the correct word in each sentence.
 ■ Read the sentences to a partner.

1. Put the picture in the _____.
2. The mailman is going to give me the _____.
3. The boys are twins. They look the _____.

ELD Standard

Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud. Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms.

ELA Standard

Read common word families. Spell basic short-vowel, long-vowel, *r*-controlled, and consonant-blend patterns correctly.

- 
4. The girl didn't study for her test. She might _____.
 5. My _____ is Adam. What's your name?
 6. Don't _____ me for being late.
 7. The freight train travels on a _____.
 8. Did you see how slowly the _____ moves?
 9. The cat has a very long _____.
 10. The _____ on the candle was bright.

▣ Writing Sentences

- Write a sentence, using an action verb, which describes what each person is doing.
- Underline the action verb in each sentence.
- Read the sentences to a partner.

1



writes

2



cleans

3



types

4



walks

ELD Standard

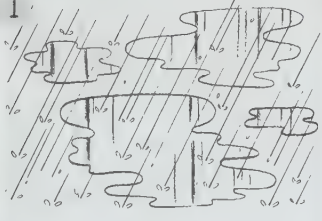
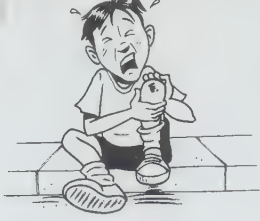
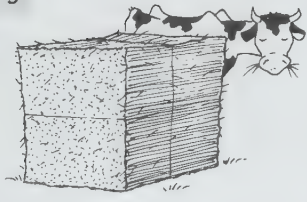
Create simple sentences or phrases with some assistance.

ELA Standard

Use simple and compound sentences in writing and speaking.

Word Families, Spelling Friends ain, ay

- Review the meaning of each word in the following chart.

1  <u>rain</u>	2  <u>pain</u>	3  <u>stain</u>	4  <u>train</u>
5  <u>hay</u>	6  <u>ray</u>	7  <u>lay</u>	8  <u>play</u>

- Read the words in the box.
- Write a sentence for each word in the box.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

ELD Standard

Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud. Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms.

ELA Standard

Read common word families. Spell basic short-vowel, long-vowel, *r*-controlled, and consonant-blend patterns correctly.

a Asking and Answering Questions

■ Read each expression in the box.

Please give me the _____.

Thank you.

Excuse me.

May I try on the _____?

You're welcome.

Please pass me the _____.

Good morning.

■ Respond to each situation with the correct expression.

1

You step on a six-foot-tall basketball player's foot.
He looks down at you with a frown. What do you say?



2

You are eating pizza with friends. The friends are eating all the pizza.
There is no pizza at your end of the table. You want the friends to
pass you the pizza. What do you say?

3

It is early morning. You are walking your dog.
You meet a lady walking her dog. What do you say?

4

Your aunt gives you a new bike for your birthday.
What do you say?



5

You are at the shoe store, looking for a new pair of tennis shoes.
You want to try on the high top tennis shoes. What do you say?

6

You want the librarian to give you a book.
What do you say?

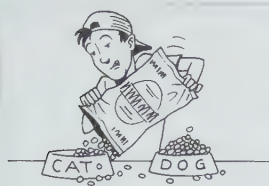


7

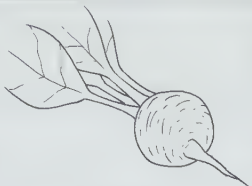
You give the ball to a friend. The friend says, "Thank you."
What do you say?

Word Families, Spelling Friends _eet, _eep, _eed

Review the meaning of each word in the following chart.



feed



beet



deep



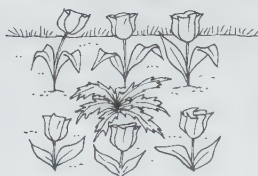
seed



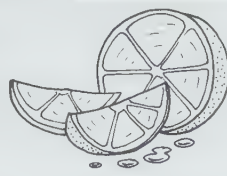
meet



weep



weed



sweet



sleep

- Read the words in the box.
- Write the correct word in each sentence.
- Read the sentences to a partner.

1. Did you _____ the new teacher?
2. Pull the _____ from the garden.
3. The river's water is very _____.
4. The orange tastes very _____.
5. A _____ is a vegetable.
6. She is very sad. She starts to _____.
7. Everyday I _____ my cat and dog.
8. At night, I go to bed and _____.
9. Plant the _____ in the ground.

ELD Standard

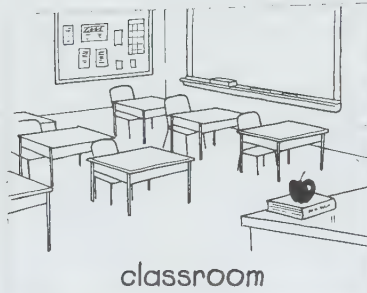
Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud. Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms.

ELA Standard

Read common word families. Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.

Creating Word Maps

 Create word maps.



- 
- Create three sentences for each picture, using the words on your word map.
Ask and answer the questions with a partner.

What can you find in a library?

1. You can find a _____ in a library.

What can you find in a library?

2. _____

What can you find in a library?

3. _____

What can you use in a classroom?

1. You can use a _____ in a classroom.

What can you use in a classroom?

2. _____

What can you use in a classroom?

3. _____

What can you eat in a cafeteria?

1. You can eat a _____ in the cafeteria.

What can you eat in a cafeteria?

2. _____

What can you eat in a cafeteria?

3. _____

ELD Standard

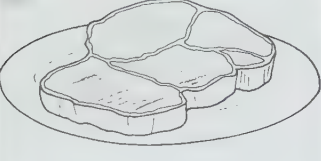
Ask and answer questions using phrases or simple sentences. Write an increasing number of words and simple sentences appropriate for language arts and other content areas.

ELA Standard

Use traditional structures for conveying information.

5 Word Families, Spelling Friends _eat, _eak

■ Review the meaning of each word on the following chart.

1  <u>meat</u>	2  <u>seat</u>	3  <u>pleat</u>	4  <u>wheat</u>
5  <u>beak</u>	6  <u>peak</u>	7  <u>leak</u>	8  <u>squeak</u>

- Read the words in the box.
- Write a sentence for each word.
- Read the sentences to a partner.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

ELD Standard

Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud. Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms.

ELA Standard

Read common word families. Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.

Demonstrating Comprehension

Playground Rules



It is important to remember safety rules when you are on the playground. Here are the rules you should follow:

1. Take turns using the tetherball.
2. Do not run on the blacktop.
3. Freeze when the bell rings.
4. Do not push people.
5. Do not go into the street after the ball.

1. The rules tell you how to —

- ☐ play a game of basketball
- ☐ ride a bike
- ☐ be safe
- ☐ read a book

2. Which of these is one way to follow rule #5?

- ☐ Keep the ball out of the street.
- ☐ Keep running when the bell rings.
- ☐ Don't run to class.
- ☐ Don't push.

3. What should you not do when the bell rings?

- ☐ wait quietly
- ☐ play hopscotch
- ☐ freeze
- ☐ stand still

4. Another good title for this article is

- ☐ The Big Ball
- ☐ Tetherball Rules
- ☐ Running at School
- ☐ Recess Safety Rules

ELD Standard

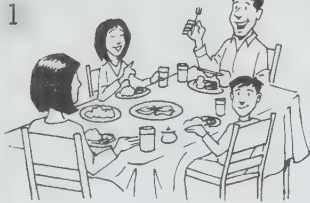
Read grade appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.

ELA Standard

Read narrative and expository text aloud with fluency and accuracy and with appropriate pacing, intonation, and expression.

Word Families, Spelling Friends _eal, _each

Review the meaning of each word on the following chart.



meal



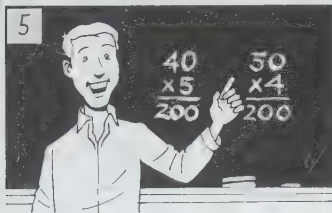
seal



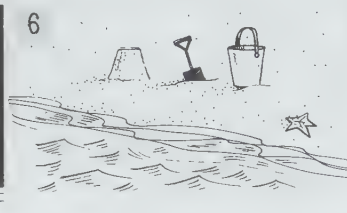
steal



squeal



teach



beach



peach



reach

Read the words in the box.

Write a sentence for each word.

Read the sentences to a partner.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

ELD Standard

Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud. Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms.

ELA Standard

Read common word families. Spell basic short-vowel, long-vowel, *r*-controlled, and consonant-blend patterns correctly.

Demonstrating Listening Comprehension

How to Make a School Lunch

Time needed:
10 minutes

You will need:

- 2 slices of bread
- 2 pieces of ham
- 1 teaspoon mayonnaise
- 1 knife
- 1 sandwich bag
- 1 apple
- 2 cookies

1. Put the two pieces of ham on one slice of bread.
2. Put the piece of cheese on top of the ham.
3. Spread the mayonnaise on the second slice of bread with a knife.
4. Put the second slice of bread on top of the ham.
5. Put the sandwich in the sandwich bag.
6. Put the apple and cookies in the lunchbox.
7. Put the sandwich in the lunchbox.
8. Take the lunchbox with you to school.
9. Eat the sandwich, cookies and apple at school.

1. When you make a ham and cheese sandwich, the knife is used to —

- ☐ stir the mayonnaise
- ☐ cook the ham
- ☐ cut the cookies
- ☐ spread the mayonnaise

2. After you spread the mayonnaise on the second slice of bread, you —

- ☐ take the lunchbox to school with you
- ☐ put the second slice of bread on top of the cheese
- ☐ eat the sandwich
- ☐ put the sandwich in the sandwich bag

3. This article was written to —

- ☐ describe a person
- ☐ tell about a place
- ☐ tell you how to do something
- ☐ sell you a ticket

4. How many pieces of bread do you need for this school lunch?

- ☐ four
- ☐ two
- ☐ three
- ☐ one

5. This school lunch does not have the following in it —

- ☐ milk
- ☐ apple
- ☐ sandwich
- ☐ cookies

6. Which word best describes this school lunch?

- ☐ good
- ☐ funny
- ☐ old
- ☐ green

ELD Standard

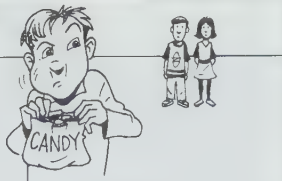
Apply knowledge of content-related vocabulary to discussions and reading. Understand and follow some multi-step directions for classroom related activities.

ELA Standard

Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression. Follow multi-step instructions in a basic technical manual.

Word Families, Spelling Friends _y, _ies

- Review the meaning of each word on the following chart.

1  dizzy	2  fuzzy	3  greedy
4  ladies	5  studies	6  buddies

- Read the words in the box.
- Complete the chart.

Word	Definition	Sentence
dizzy		
fuzzy		
greedy		
ladies		
studies		
buddies		

ELD Standard

Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud. Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms.

ELA Standard

Read common word families. Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.

Demonstrating Comprehension

A class schedule tells us what happens everyday in the classroom. This is *my* class schedule.

CLASS SCHEDULE	
8:15 – 8:30	Check homework
8:30 – 9:30	Reading in the textbook
9:30 – 10:00	Writing
10:00 – 10:15	Recess
10:15 – 11:15	Workshop
11:15 – 12:15	Math
12:15 – 12:45	Lunch
12:45 – 1:00	Spelling
1:00 – 2:00	Social Studies/History
2:00 – 2:30	Journal Writing

- What happens in the classroom at 12:45?
 - ☐ The students go to recess.
 - ☐ The students check their homework.
 - ☐ The students learn spelling words.
 - ☐ The students write in their journals.
- If you go home at 2:00, you will miss —
 - ☐ math
 - ☐ social studies
 - ☐ reading
 - ☐ journal writing
- What time does the class have workshop?
 - ☐ 8:15
 - ☐ 9:30
 - ☐ 10:15
 - ☐ 2:00
- The first thing that happens in the day is —
 - ☐ check homework
 - ☐ reading in the workbook
 - ☐ workshop
 - ☐ journal writing

ELD Standard

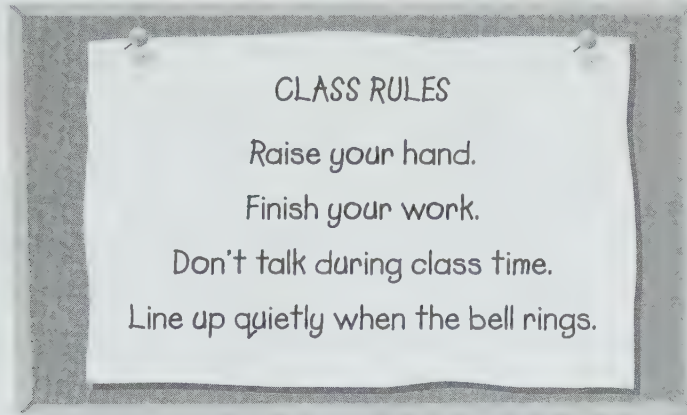
Retell simple stories using drawings, words, or phrases. Read simple vocabulary, phrases, and sentences independently.

EIA Standard

Read narrative and expository text aloud with fluency and accuracy and with appropriate intonation and expression.

b Writing Sentences

- Write and illustrate rules for your class.

**MY CLASS RULES**

1	_____

2	_____

3	_____

4	_____

ELD Standard

Create simple sentences or phrases with some assistance.

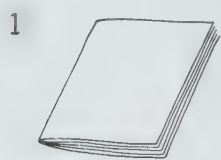
ELA Standard

Use simple and compound sentences in writing and speaking.

■ Asking and Answering Questions

- Read the first sentence to your partner.
- Then ask your partner the question.
- Have your partner answer the question.

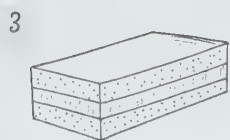
My Classroom



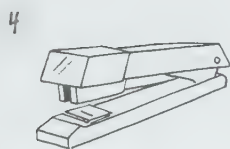
I have a notebook in my classroom.
Do you have a notebook in your classroom?



I have a desk in my classroom.
Do you have a desk in your classroom?



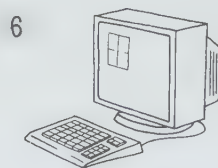
I have an eraser in my classroom.
Do you have an eraser in your classroom?



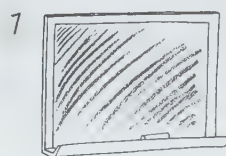
I have a stapler in my classroom.
Do you have a stapler in your classroom?



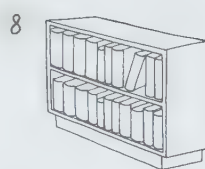
I have a chair in my classroom.
Do you have a chair in your classroom?



I have a computer in my classroom.
Do you have a computer in your classroom?



I have a chalkboard in my classroom.
Do you have a chalkboard in your classroom?



I have a bookcase in my classroom.
Do you have a bookcase in your classroom?

- Write two sentences about your classroom. Read the sentences to a partner.

ELD Standard

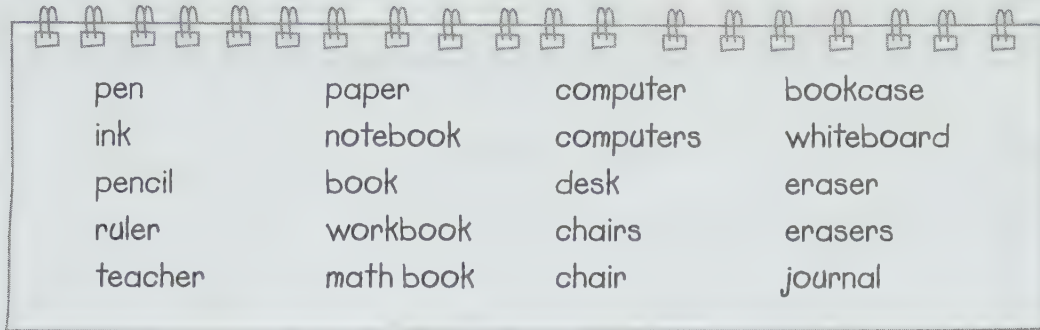
Ask and answer questions using phrases or simple sentences. Create simple sentences or phrases with some assistance.

ELA Standard

Use simple and compound sentences in writing and speaking.

b Writing Sentences

- Fill in the correct word in each sentence. Read the sentences to a partner.



pen	paper	computer	bookcase
ink	notebook	computers	whiteboard
pencil	book	desk	eraser
ruler	workbook	chairs	erasers
teacher	math book	chair	journal

1. I sit on a _____.
2. Please put the books in the _____.
3. I write in my _____ every day.
4. I play word games on the _____.
5. I have a reading _____.
6. This _____ has red ink.
7. I put my papers in my _____.
8. The teacher writes on the _____.
9. Push the _____ under the desks.
10. Mrs. Jones is my _____.
11. Can you find out how long the paper is by using the _____?
12. The teacher needs the _____ to erase the whiteboard.
13. All the pencils have _____.

ELD Standard

Ask and answer questions using phrases or simple sentences. Create simple sentences or phrases with some assistance.

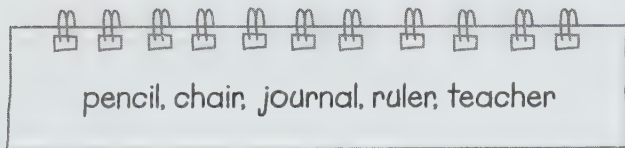
ELA Standard

Use simple and compound sentences in writing and speaking.

14. I solve math problems in my math _____.

15. Please sharpen the _____.

■ Write a sentence for each of the following words:



1. _____

2. _____

3. _____

4. _____

5. _____

Asking Questions Using *How Much*

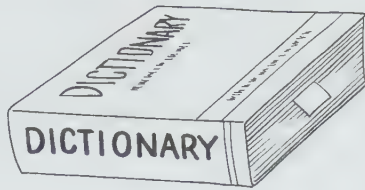
Ask and answer the questions with a partner, using *how much*.

How much does the _____ cost?

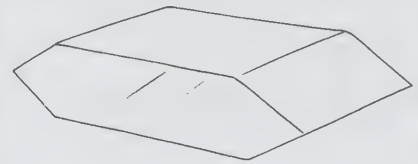
SCHOOL STORE



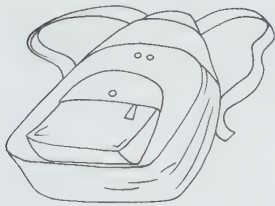
box of pencils \$5.25



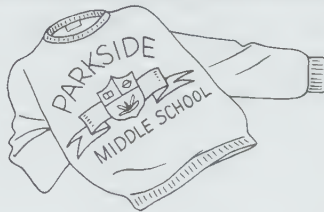
dictionary \$10.79



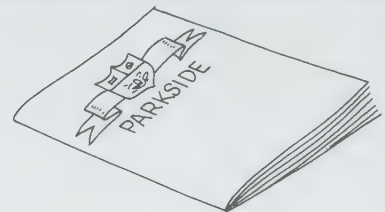
big eraser \$2.30



backpack \$20.95



school sweatshirt \$10.99



notebook \$6.79

1. How much does the dictionary cost?

The dictionary costs _____.

2. How much does the school sweatshirt cost?

The school sweatshirt costs _____.

3. How much does the dictionary and big eraser cost all together?

The dictionary and big eraser cost _____.

4. How much does the box of pencils and big eraser cost all together?

The box of pencils and big eraser cost _____.

ELD Standard

Ask and answer questions using phrases or simple sentences. Apply knowledge of content-related vocabulary to discussions and reading.

ELA Standard

Identify structural patterns found in informational text.

Write the questions.

5. The backpack costs \$20.95.

6. The school sweatshirt costs \$10.99.

Answer the following questions.

7. You can get three things from the School Store. What do you want to buy?

How much do these three things cost all together? _____

B Asking and Answering Questions

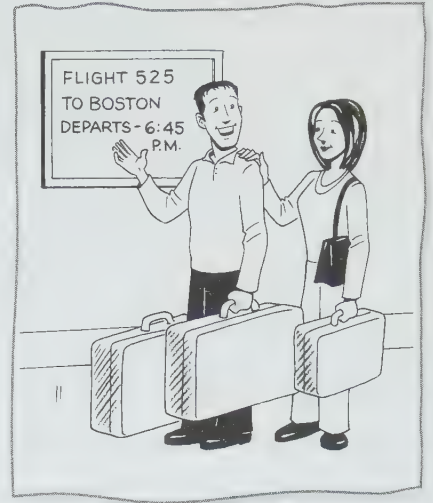
- Ask and answer the questions with a partner. Answer each question in a complete sentence.



1



2



3

1. What are the man and lady doing in picture #1?

2. What time is it? _____

3. What are they packing? _____

4. Where are they going? _____

5. How are they going to get to the airport? _____

6. What time is their plane leaving? _____

7. What do you think the man said? He said, "_____."

8. What do you think the lady said? She said, "_____."

9. When do you think they will arrive in Boston? _____

ELD Standard

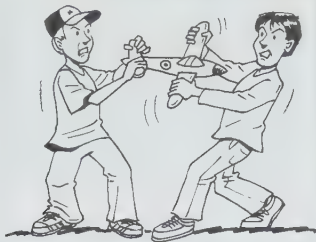
Ask and answer questions using phrases or simple sentences.

ELA Standard

Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.

Identifying Cause and Effect

Look at the two pictures below:



✓ A cause is what makes something happen.

What is the cause in the picture? Write your answer on the line.

✓ An effect is what happens as the result of the cause.

What is the effect in the picture?

1



Cause

2

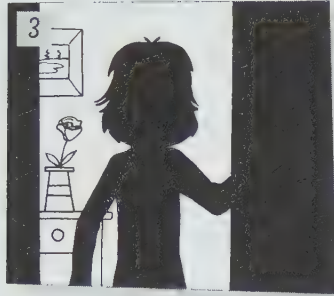


Effect

Look at the pictures. Write a sentence to describe the cause and effect.

1. _____

2. _____



Cause



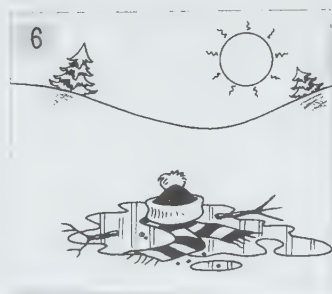
Effect

3. _____

4. _____



Cause



Effect

5. _____

6. _____

ELD Standard

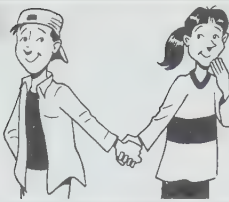
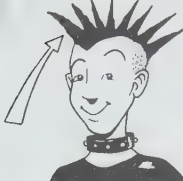
Identify some significant structural (organizational) patterns in text, such as sequence/chronological order and cause/effect.

ELA Standard

Identify structural patterns found in informational text.

Word Families, Spelling Friends _ike, _ide

Review the meaning of each word on the following chart.

	Word	Definition	Sentence
1		<u>like</u>	
2		<u>spike</u>	
3		<u>alike</u>	
4		<u>ride</u>	
5		<u>hide</u>	
6		<u>stride</u>	

ELD Standard

Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud. Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms.

ELA Standard

Read common word families. Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.

Demonstrating Comprehension

I Like Music

I like to clap to the *music*.

I like to dance to the *music*.

I like to walk to the *music*.

I like to sing to the *music*.

I like to hop to the *music*.

I like to tap to the *music*.

I like to sleep to the *music*.

1. Clap rhymes with —

- ☐ jump
- ☐ flap
- ☐ hop

2. This story tells you how you can —

- ☐ play a drum
- ☐ have fun with music
- ☐ jump over a box

3. This story is mainly about —

- ☐ music
- ☐ dancing
- ☐ instruments

4. This story does not say I like to —

- ☐ clap to the music
- ☐ run to the music
- ☐ dance to the music

ELD Standard

Identify the main idea in a story read aloud using key words and/or phrases.

ELA Standard

Read narrative and expository text aloud with fluency and accuracy and with appropriate pacing, intonation, and expression.

b Narrative Writing

- Draw a picture and write sentences about three things that you like to do.
Read the sentences to a partner.



I like to _____.

I like to _____.

I like to _____.

ELD Standard

Use a period at the end of a sentence. Use complete sentences and correct word order.

ELA Standard

Recognize and use correct word order in sentences. Use simple and compound sentences in writing and speaking.

Identifying Nouns

-  Underline and write the two nouns in each sentence.

Example: The people live in the city.

1. The teacher is in the classroom.

2. The students sit on the chairs.

3. The janitor keeps the cafeteria clean.

4. We play on the playground.

5. The principal is in the office.

6. The librarian is in the library.

7. The book is in my backpack.

8. Put your pencil in the desk.

9. The secretary works at the school.

10. The computer is in our classroom.

-  Write nouns that fit into each group.

people

places

things

11. _____

12. _____

13. _____

ELD Standard

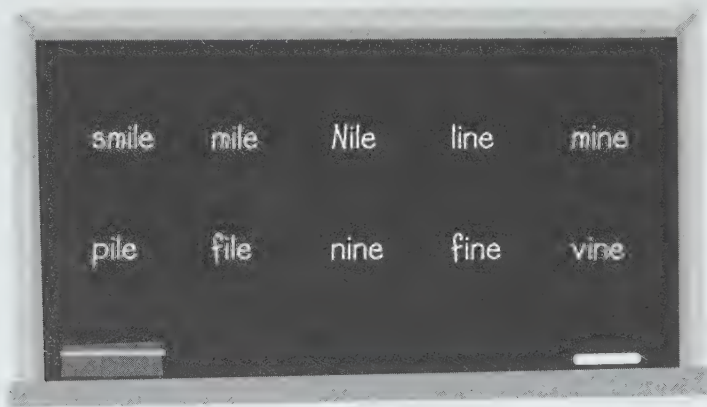
Use correct parts of speech.

ELA Standard

Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

13 Word Families, Spelling Friends _ile, _ine

- Review the meaning of each word in the chalkboard.
- Write the correct word in each sentence.
- Read the sentences to a partner.



1. The number _____ comes after eight and before ten.
2. The teacher drew a _____ in math class.
3. The _____ River is in Africa.
4. I feel _____ today. How are you?
5. The librarian has a _____ of books.
6. My friend and I are tired. We ran a _____.
7. Pao and Maylee _____ when I take their picture.
8. That CD is yours. This one is _____.
9. The farm worker picks grapes off a long _____.
10. At school the secretary has a _____ for each student.

ELD Standard

Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud. Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms.

ELA Standard

Read common word families. Spell basic short-vowel, long-vowel, *r*-controlled, and consonant-blend patterns correctly.

■ Identifying Nouns

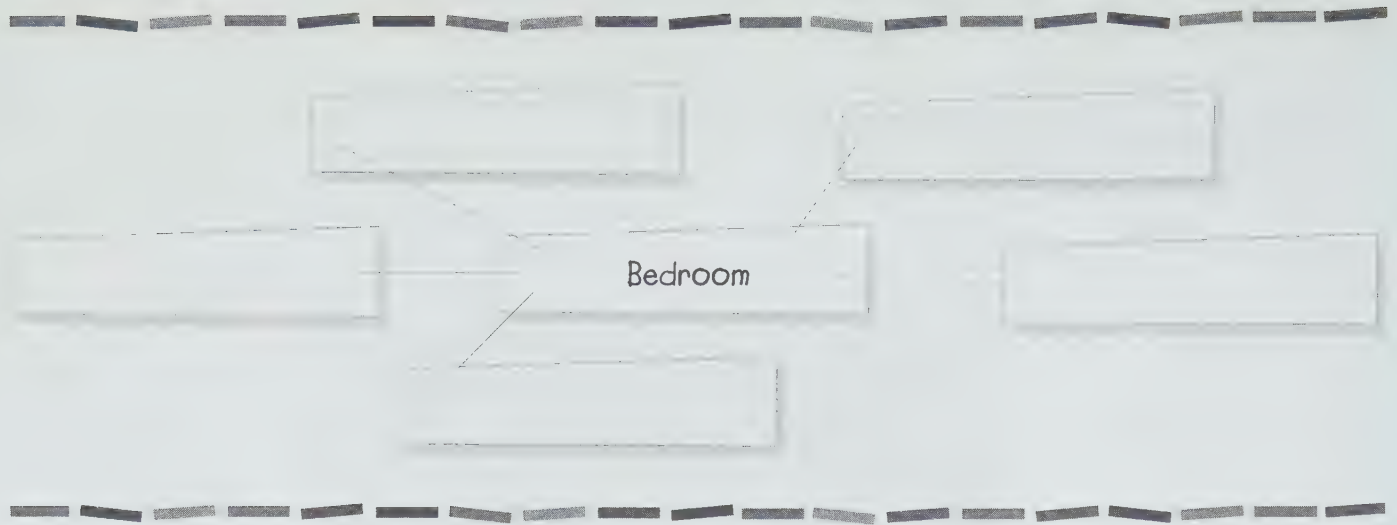
- Complete the word maps with nouns that belong in each room.
Read the words to a partner. Discuss the words. Discuss why the words are nouns.

The form contains three word maps, each with a central room name and six surrounding empty boxes for nouns. The boxes are connected to the central name by lines.

Living Room

Kitchen

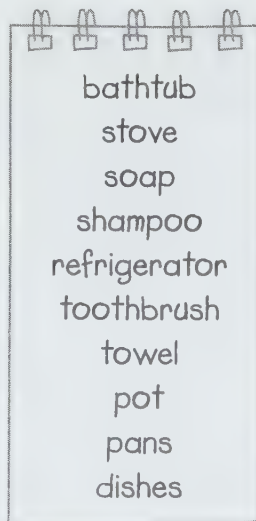
Bathroom



- Write the words that belong in each room under the correct column.
Some words may go in both columns.

Kitchen

Bathroom



ELD Standard

Use correct parts of speech. Ask and answer questions using phrases or simple sentences. Write an increasing number of words and simple sentences appropriate for language arts and other content areas.

ELA Standard

Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking. Use simple and compound sentences in writing and speaking. Use traditional structures for conveying information.

Word Families, Spelling Friends _ime, _ice, _ite, _ipe

Complete the chart, using nouns.

Word	Picture	Sentence
1 <u>lime</u>		
2 <u>time</u>		
3 <u>mice</u>		
4 Ms. <u>Rice</u>		
5 <u>slice</u>		
6 <u>White</u> Mountains		
7 <u>kite</u>		
8 <u>pipe</u>		

ELD Standard

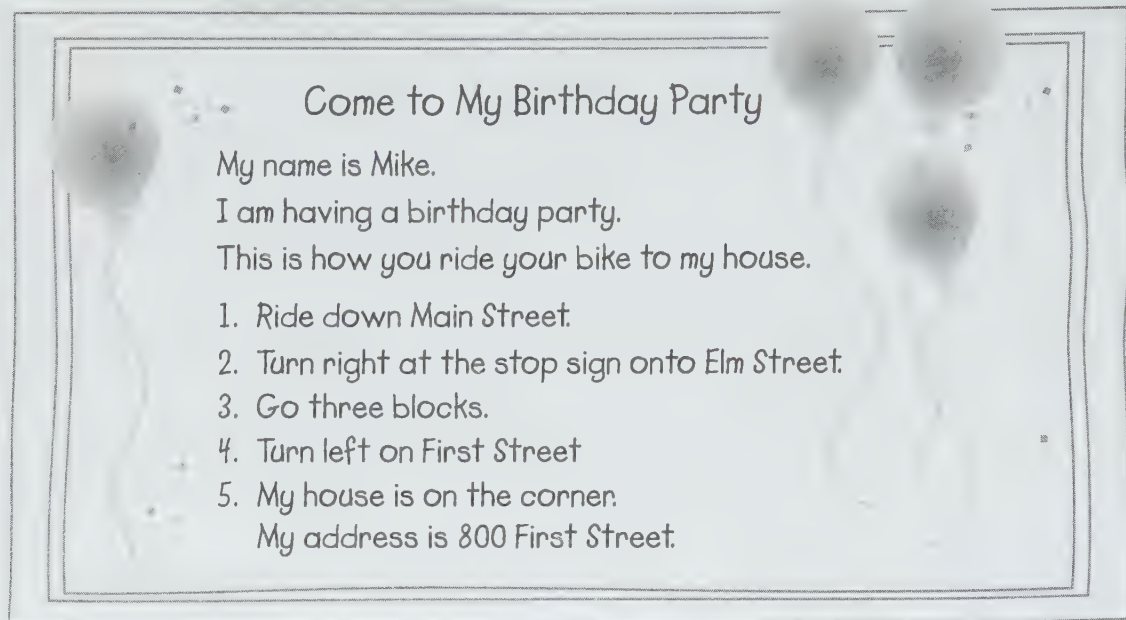
Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.

ELA Standard

Read common word families. Spell basic short-vowel, long-vowel, *r*-controlled, and consonant-blend patterns correctly. Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

Demonstrating Comprehension

Read the invitation to a partner. Answer the questions.



- | | |
|--|--|
| <p>1. At the stop sign —</p> <ul style="list-style-type: none">☐ go straight☐ turn around☐ turn right☐ turn left <p>2. Mike's house is —</p> <ul style="list-style-type: none">☐ in the middle☐ on the corner☐ on the right☐ on the left <p>3. Who is having the birthday party?</p> <ul style="list-style-type: none">☐ Juan☐ Linda☐ Pat☐ Mike | <p>4. Mike lives on —</p> <ul style="list-style-type: none">☐ Main Street☐ Elm Street☐ Second Street☐ First Street <p>5. This passage was written to —</p> <ul style="list-style-type: none">☐ give directions to Mike's house☐ give Mike's phone number☐ tell what Mike's present are☐ give a recipe for a birthday cake <p>6. What can you ride to Mike's house?</p> <ul style="list-style-type: none">☐ a chair☐ a lion☐ a bike☐ a box |
|--|--|

ELD Standard

Identify the main idea in a story read aloud using key words and/or phrases.

ELA Standard

Read narrative and expository text aloud with fluency and accuracy and with appropriate pacing, intonation, and expression.

b Expository Writing

Writing Prompt

- Write the directions to your house from the school.

Before Writing: Think about how you get to your house from the school.

After Writing: Read your directions to a partner. Draw a picture of your house.

Directions to My House from the School

1. _____
2. _____
3. _____
4. _____
5. _____

My address is _____

This is my house.

ELD Standard

Use capital letters at the beginning of sentences. Use a period at the end of a sentence. Use complete sentences and correct word order. Begin to use a variety of genres in writing.

ELA Standard

Recognize and use correct word order in sentences.

Identifying Singular Nouns and Plural Nouns

- Discuss the places that are in the community environment. Brainstorm the mind map.



- Write the plural form of the following nouns that are places in the community environment. Read the plural nouns to a partner.

- | | |
|---------------------|------------------------|
| 1. park _____ | 6. apartment _____ |
| 2. school _____ | 7. movie theater _____ |
| 3. restaurant _____ | 8. supermarket _____ |
| 4. hospital _____ | 9. gas station _____ |
| 5. house _____ | 10. office _____ |

ELD Standard

Use correct parts of speech.

ELA Standard

Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

Write the correct plural form of the noun in each sentence. Read the sentences to a partner.

1. We eat dinner at community _____.
2. We play ball at community _____.
3. Children learn to read at community _____.
4. Sick people go to community _____.
5. My mom and dad buy food at community _____.
6. We fill up the car's gas tank at the community _____.
7. People in the community work in _____.
8. We check the newspaper listings to see what's playing at the various
_____.
9. Mike and Juan both live in _____.
10. Some people live on the eighth floor in _____.

Word Families, Spelling Friends _ight, _y

-  Read the poem to a partner. Underline all the words that end in _y.
Read the words to a partner.

The Lullaby

Baby Sister, don't you cry.
I will sing you a lullaby.
Close your eyes
Then we will fly
All around the big, blue sky.
Baby Sister, don't you cry.
Look at the yellow butterfly.
Fly, fly, fly by.
Baby Sister, don't you cry.
Listen to the bee
Buzzing, buzzing, buzzing in the tree.

- | | | |
|--------------------------------------|---|----------------------------------|
| 1. What is this poem mainly about? | : | 4. <u>Lullaby</u> rhymes with — |
| ☐ a dragonfly | : | ☐ bug |
| ☐ a lullaby | : | ☐ fly |
| ☐ a butterfly | : | ☐ baby |
| 2. What is a lullaby? | : | 5. A lullaby is sung — |
| ☐ a song | : | ☐ quickly |
| ☐ a baby | : | ☐ loudly |
| ☐ a fly | : | ☐ softly |
| 3. A lullaby helps babies to — | : | |
| ☐ run | : | |
| ☐ sleep | : | |
| ☐ jump | : | |

ELD Standard

Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.

ELA Standard

Read common word families. Spell basic short-vowel, long-vowel, *r*-controlled, and consonant-blend patterns correctly.
Recite brief poems using clear diction, tempo, volume, and phrasing.

Demonstrating Listening Comprehension

- Read the questions. Then read the story to a partner.
- Answer the questions.

My Grandmother

My name is Sam. I was born in America. My grandmother's name is Mrs. Nguyen. She was born in Vietnam. I like hamburgers. My grandmother likes pho bo, a beef and rice noodle soup. I play rock and roll. My grandmother plays the zither. I like to read storybooks. My grandmother likes to read letters from my uncle in Vietnam. I like to draw. My grandmother does too. My grandmother makes a point on her brush. I make a point on my brush, too. My grandmother draws a fish. I draw a fish, too. My grandmother teaches me her art. It brings us joy.

- | | | |
|--|---|--|
| 1. What is this story mainly about? | : | 4. Where is the grandmother from? |
| ☐ a family named Nguyen | : | ☐ America |
| ☐ a place in Vietnam | : | ☐ Mexico |
| ☐ things the grandmother and grandchild enjoy doing | : | ☐ Vietnam |
| 2. What is pho bo? | : | 5. What is a zither? |
| ☐ a type of cake | : | ☐ a toy |
| ☐ a grandchild | : | ☐ a musical instrument |
| ☐ a beef and rice noodle soup | : | ☐ a couch |
| 3. Where was Sam born? | : | 6. Which sentence pair shows that Sam and his grandmother have something in common? |
| ☐ Vietnam | : | ☐ I play rock and roll. My grandmother plays the zither. |
| ☐ United States | : | ☐ I like to read storybooks. My grandmother likes to read letters from my uncle in Vietnam. |
| ☐ Mexico | : | ☐ I like to draw. My grandmother does too. |

ELD Standard

Identify the main idea in a story read aloud using key words and/or phrases.

ELA Standard

Read narrative and expository text aloud with fluency and accuracy and with appropriate pacing, intonation, and expression.

b Descriptive Writing

Writing Prompt

Before Writing: Make a word map, using words to describe your grandmother.



- Draw a picture and describe your grandmother.
- Write a description of your grandmother.



My Grandmother is _____

After Writing: Read your description to a partner.

ELD Standard

Use capital letters at the beginning of sentences. Use a period at the end of a sentence. Use complete sentences and correct word order. Begin to use a variety of genres in writing.

ELA Standards

Recognize and use correct word order in sentences.

Demonstrating Comprehension

Fun with Frog Community Events

Frog Auction

Bring your own frog or frog statues,
frog t-shirts or anything with a frog on it.

Sunday, July 16

2:00 P.M. to 4:00 P.M.

Lincoln Park

Call Maria Castro for information: 627-5523

Frog Art Show

Thursday, July 13

5:00 P.M. to 7:00 P.M.

Lincoln Library

Adults \$3.00

Children \$1.00

Frog Jumping Contest

Friday, July 14

10:00 A.M.

Lincoln Park

Sponsored by Jane Ward

Frog Beauty Contest

Saturday, July 15

11:00 A.M.

Lincoln Park

Entry Fee: \$5.00

Call Mark Ramirez for information: 627-1273

- On which day can you attend the Frog Art Show?
 - ☐ Saturday
 - ☐ Wednesday
 - ☐ Thursday
 - ☐ Friday
- Who can you call if you want more information about the Frog Beauty Contest?
 - ☐ Maria Castro
 - ☐ Mark Ramirez
 - ☐ Jane Ward
 - ☐ Mike James
- Which event is not in the Fun with Frog Community Events?
 - ☐ Frog Running Contest
 - ☐ Frog Beauty Contest
 - ☐ Frog Auction
 - ☐ Frog Art Show
- Where is the Frog Auction going to be held?
 - ☐ Jones Park
 - ☐ Lincoln Park
 - ☐ Land Park
 - ☐ Miller Park

ELD Standard

Point out text features, such as title, table of contents, and chapter headings. Ask and answer instructional questions with some supporting elements.

ELA Standard

Read narrative and expository text aloud with fluency and accuracy and with appropriate pacing, intonation, and expression.

b Descriptive Writing

Writing Prompt

Before Writing: Make a word map, using words to describe the frog.



- Draw a picture of the frog that won the beauty contest. Describe what the frog looks like. Describe how the frog feels. Describe what sounds the frog makes.



The frog looks _____.

The frog is wearing _____.

The frog feels _____.

The frog sounds like _____.

The frog jumps like _____.

The frog is beautiful because _____.

_____.

I like the frog because _____.

_____.

After Writing: Read your description to a partner.

ELD Standard

Use capital letters at the beginning of sentences. Use a period at the end of a sentence. Use complete sentences and correct word order. Begin to use a variety of genres in writing.

ELA Standards

Use traditional structures for conveying information. Recognize and use correct word order in sentences.

Capitals and End Punctuation

Capitals

- ✓ Begin the first word of a sentence with a capital letter. *There is a beach in our community.*
- ✓ Always use a capital letter for the word *I*. *I am nine years old.*
- ✓ Always use a capital letter for the first letter in people's names. *Lupita is a girl.*

Punctuation

- ✓ Use a period at the end of a sentence. *He is a boy.*
- ✓ Use a question mark at the end of a question. *Is she happy?*

- Rewrite the sentences.
- Put in capitals and ending punctuation.
- Read the sentences to a partner.

1. i think our community is special _____

2. we enjoy the beach in our community _____

3. maria plays soccer at the community park _____

4. i am going to a picnic in the community park _____

5. what can i do to keep the park clean _____

ELD Standard

Use capital letters when writing own name and the beginning of sentences. Use a period at the end of a sentence. Use complete sentences and correct word order.

ELA Standard

Recognize and use correct word order in sentences. Use simple and compound sentences in writing and speaking.

- 
6. where do you go shopping in the community _____

 7. the community center is a special place _____

 8. carlos and his dad go to the farmers' market in our community _____

 9. what can you buy at the farmers' market _____

 10. carlos likes to visit the community car museum _____

 11. antonio always catches fish in the river _____

 12. where do you go swimming in our community _____

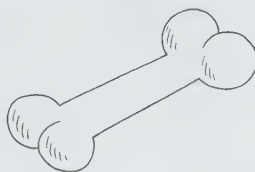
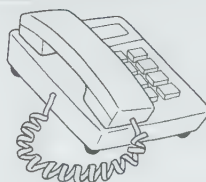
 13. mom and lupita go shopping at the mall _____

 14. did you see the advertisements for the community mall _____

 15. there is a statue of a horse in our community _____

Word Families, Spelling Friends _ose, _one

- Read the words in the box.
- Write the correct word in each sentence.
- Put the correct punctuation at the end of every sentence.
- Read the sentences to a partner.

noserosechosecloseconebonephonestone

Example: Is this your dog's bone?

1. There is a beautiful _____ bush in the garden
2. Please _____ the door
3. Please give me the ice cream _____
4. Where is the dress you _____ at the store
5. He is always talking on the _____
6. Please put the blue _____ in the ring
7. Margarita has a very large _____
8. Is this the big dog's _____

ELD Standard

Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.

ELA Standard

Read common word families. Spell basic short-vowel, long-vowel, r-controlled, and consonant blend patterns correctly.

Capitals and End Punctuation

Capitals

- ✓ Begin the first word of a sentence with capital letter. *This is my state.*
- ✓ Always use a capital letter for the word *I*. *I live in California.*
- ✓ Always use a capital letter for the first letter of the names of cities, states and nations.
I live in Sacramento, California. I live in the United States.

Punctuation

- ✓ Use a period at the end of a statement. *I live in Utah.*
- ✓ Use a question mark at the end of a question. *Do you live in Texas?*

- ✎ Rewrite the sentences.
- ✎ Put in capitals and ending punctuation.
- ✎ Read the sentences to a partner.

1. what state is in the north, california or maine _____

2. i live in the state of california _____

3. texas is a very big state _____
4. is the state of new york east or west of the state of vermont _____

5. what is the state to the north of california _____

6. i live in dallas, texas _____

ELD Standard

Use capital letters to begin sentences and proper nouns. Use a period at the end of a sentence.

ELA Standard

Use simple and compound sentences in writing and speaking.

7. do I fly north or south from new york to get to the state of nevada _____

8. how many states are in the united states of america _____

9. the colors of the united states flag are red, white and blue _____

10. the capital of the state of tennessee is nashville _____

11. the capitol building in texas can be found in austin _____

12. colorado borders on the states of utah and kansas _____

13. would you like to live in florida _____

14. I am going to visit my grandma in the state of ohio _____

15. the state of nevada shares a border with california _____

 Word Families, Spelling Friends _ome, _ole, _ope, _oke Complete the chart.

Word	Picture	Sentence
1 <u>dome</u>		
2 <u>home</u>		
3 <u>mole</u>		
4 <u>pole</u>		
5 <u>rope</u>		
6 <u>slope</u>		
7 <u>smoke</u>		
8 <u>poke</u>		

ELD Standard

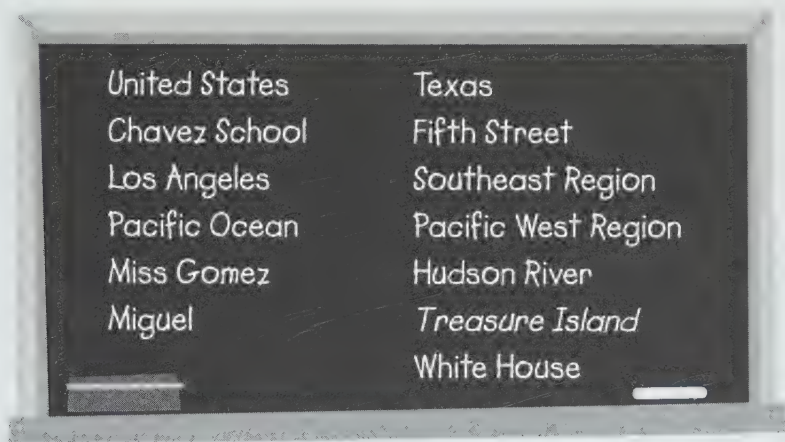
Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.

ELA Standard

Read common word families. Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.

Common and Proper Nouns

- Read the words on the chalkboard with a partner.
Write the correct proper noun next to the common noun.



- boy _____
- school _____
- state _____
- ocean _____
- region _____
- region _____
- street _____
- building _____
- teacher _____
- book _____
- country _____
- river _____

ELD Standard

Use capital letters to begin sentences and proper nouns.

ELA Standard

Capitalize all proper nouns, words at the beginning of sentences, greetings, months and days of the week, and titles and initials of people.

 Word Families, Spelling Friends _oat, _ow

- Read the poem to a partner. Switch roles. Underline the words with _oat.
Read the words to a partner.

The Goat's Boat

Look at the goat.
There's a big bow at his throat.
Look at the goat.
He's wearing a gold coat.
Look at the goat.
He wants to sail the boat.
Look at the goat.
Can the goat make the boat float?
Look at the goat.
The goat pushes the boat.
The boat is too slow.
Look at the goat.
The goat doesn't know how
to make the boat go.

ELD Standard

Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud. Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms. Recite simple poems.

ELA Standard

Read common word families. Spell basic short-vowel, long-vowel, *r*-controlled, and consonant-blend patterns correctly. Recite brief poems using clear diction, tempo, volume, and phrasing. Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

1. Who is sailing the boat?

- ☐ the cat
- ☐ the goat
- ☐ the boy
- ☐ the girl

2. Which of these pairs of words from the poem rhyme?

- ☐ look, coat
- ☐ goat, slow
- ☐ throat, float
- ☐ how, go

3. Which of these lines from the poem have words that begin with the same sound?

- ☐ He's wearing a gold coat.
- ☐ Look at the goat.
- ☐ He wants to sail the boat.
- ☐ There's a big bow at his throat.

4. What is this poem mainly about?

- ☐ a goat with a boat
- ☐ a big bow
- ☐ a gold coat
- ☐ a big cat

5. Which of these lines sounds like it could be part of the poem?

- ☐ Where is the ship?
- ☐ The goat sails the boat in the moat.
- ☐ Is the goat going on a plane?
- ☐ The dog likes to fly his kite.

6. Which word rhymes with "know"?

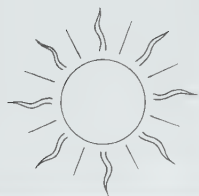
- ☐ look
- ☐ cat
- ☐ goat
- ☐ show

Demonstrating Listening Comprehension

- Read the passage to a partner. The partner sums up.
- Complete the mind map with a partner.
- Complete the comparison chart with a partner.

Natural Resources

The earth's natural resources are the things we use everyday. Natural resources exist in the environment. They are not man-made. They include air, water, trees, the sun, minerals, and the plants and animals we use for food and clothing.



The Sun

The sun is a natural resource. It exists in the environment and is not man-made. The sun provides a source of energy for life on earth. It also provides light and warmth.



Trees

Trees are a natural resource. They exist in the environment and are not man-made. Trees give us food. For example, they give us fruit and nuts. They also provide lumber for houses. Trees are the source of paper products.



Oil

Oil is a natural resource. Oil exists in the environment. Oil provides a source for heating and for running car engines.



Electricity

Electricity is a natural resource. It exists in the environment. Electricity provides a source for lighting and cooking.

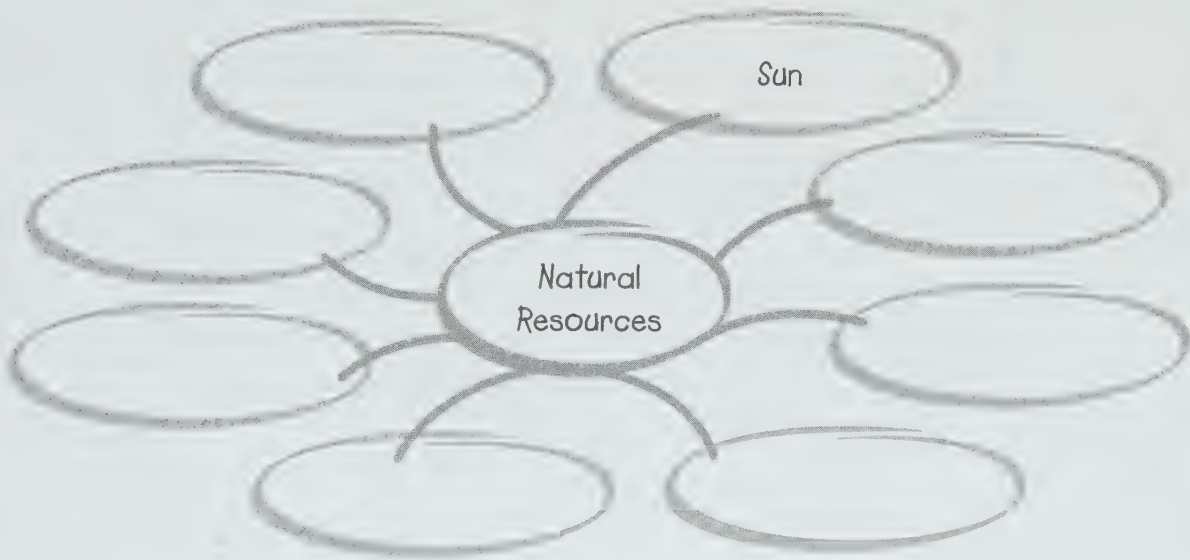
ELD Standard

Apply knowledge of content-related vocabulary to discussions and reading. Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.

ELA Standard

Classify grade-appropriate categories of words. Read narrative and expository text aloud with grade-level fluency and accuracy and with appropriate pacing, intonation, and expression. Use traditional structures for conveying information.

■ Complete the mind map with a partner.



■ Fill in the chart with a partner. Put items under “natural resources” or “manufactured.”

sun	lamp	scissors	oil	pencil
trees	electricity	plastic	stove	trees
Natural Resources			Manufactured	

Word Families, Spelling Friends _use, _ew

- Complete the chart.
- Read the sentences to a partner.

ELD Standard

Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.
Use correct parts of speech.

ELA Standard

Read common word families. Spell basic short-vowel, long-vowel, *r*-controlled, and consonant-blend patterns correctly. Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

Writing Summaries

- Read the passage to a partner. The partner sums up. Switch roles.

Water

Water is a natural resource. It exists in the environment. All living things need water to live. There are many bodies of water on the earth, including oceans, rivers, lakes and streams. Water is a resource for us to drink. It helps plants grow and provides a home for fish.

- Write a summary of what this passage is about.
-
-
-

ELD Standard

Apply knowledge of content-related vocabulary to discussions and reading. Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.

ELA Standard

Classify grade-appropriate categories of words. Read narrative and expository text aloud with grade-level fluency and accuracy and with appropriate pacing, intonation, and expression. Use traditional structures for conveying information.

B Capitals and Punctuation

Capitals

- ✓ Begin the first word of a sentence with a capital letter. *The boy lives close to the ocean.*
- ✓ Always use a capital when you write the word *I*. *I live next to the river.*
- ✓ Begin the names of bodies of water with capital letters. *Nile River, Pacific Ocean, Lake Tahoe*

Punctuation

- ✓ Use a period at the end of a statement. *The Nile River is very deep.*
- ✓ Use a question mark at the end of a question. *Are you going to the Pacific Ocean?*

- Write each sentence over, putting in correct capitalization and end punctuation.

1. this is the nile river _____
2. i live near the pacific ocean _____
3. i like to go fishing in the sacramento river _____

4. can you swim in the atlantic ocean _____
5. lake geneva contains fresh water _____
6. the pacific ocean contains salt water _____
7. the nile river contains fresh water _____
8. the mediterranean sea is a natural resource _____

9. the charles river is in the state of massachusetts _____

10. i want to sail my boat on lake george _____

ELD Standard

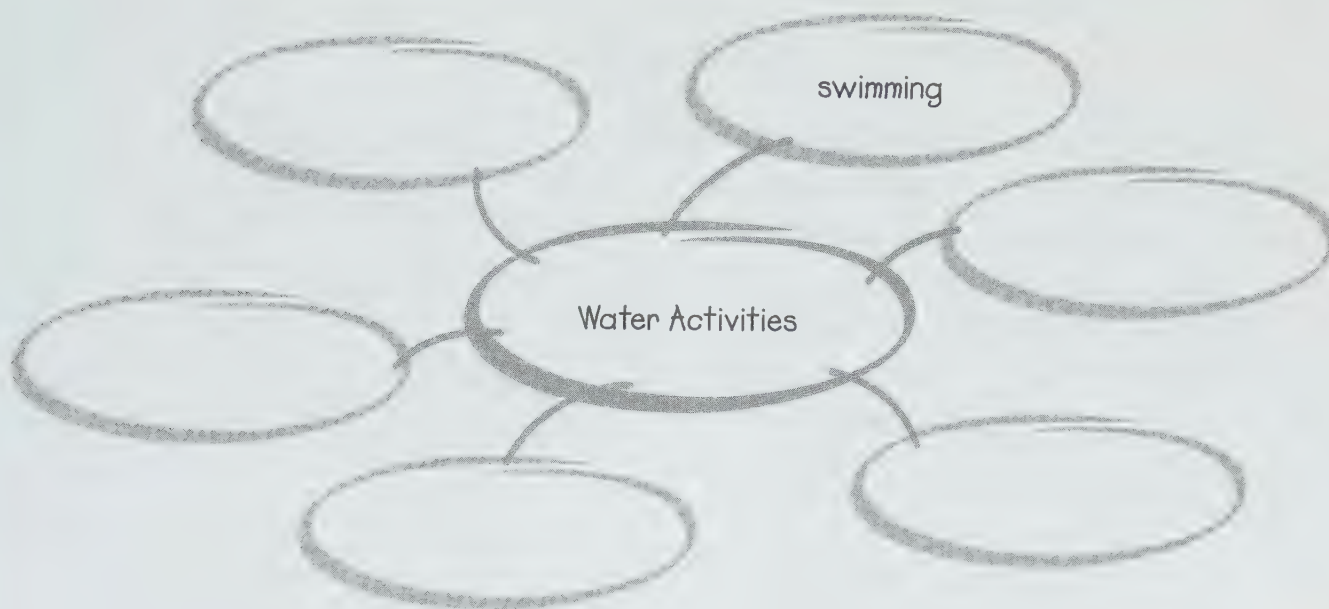
Use capital letters to begin proper nouns.

ELA Standard

Capitalize all proper nouns, words at the beginning of sentences, greetings, months and days of the week, and titles and initials of people.

c Categorizing

- Complete the mind maps with a partner.

**ELD Standard**

Apply knowledge of content-related vocabulary to discussions and reading.

ELA Standard

Classify grade-appropriate categories of words. Use traditional structures for conveying information.

Demonstrating Listening Comprehension

- Read the passage. Answer the questions.
- Read the passage to a partner.

Trees

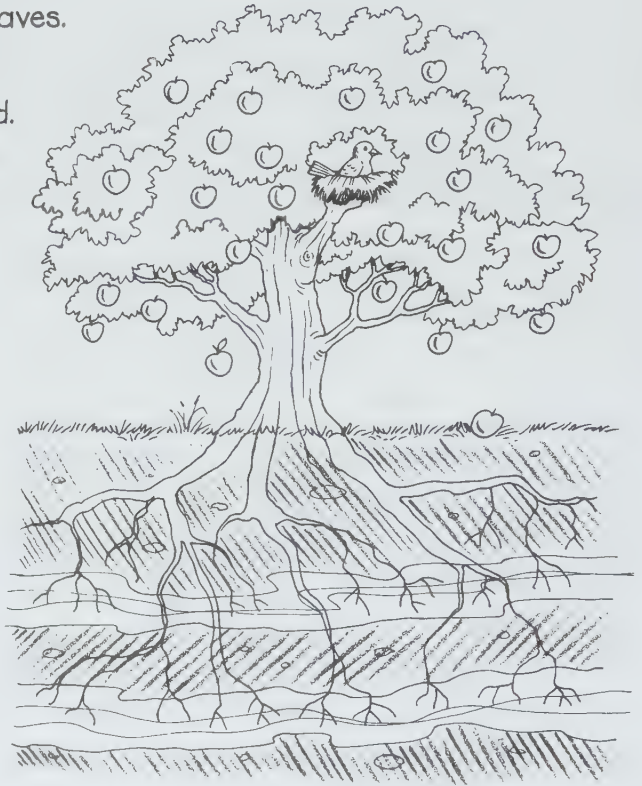
- (1) Trees have many parts. They have leaves.

The leaves make food for the trees.
The leaves use sunlight to make food.
Trees also have roots. The roots of trees take in water. The roots also hold the tree in place. Trees cannot live without food and water.

- (2) Trees are a natural resource.

A natural resource is something that exists in nature. We do not have to make a natural resource. Natural resources like trees give us food and shelter. We get fruit and nuts from trees. There are many different kinds of fruit trees, including peach, pear, apple, orange, apricot and cherry.

We eat the fruit that grows on trees. Fruit from trees is a natural resource. Nuts from trees are also a natural resource. We eat the walnuts and almonds that grow on trees. Trees not only provide us with food, they also give us the natural resources for shelter. We use the lumber from trees to build houses. Lumber is a natural resource. Lumber provides the building material for houses which give us shelter.



ELD Standard

Identify the main idea in a story read aloud using key words and/or phrases.

ELA Standard

Use knowledge of the author's purpose to comprehend informational text. Use appropriate strategies when reading for different purposes.

1. This story is mainly about —

- ☐ trees
- ☐ shelter
- ☐ fruit
- ☐ timber

2. The ideas in Paragraph 2 tell how trees give us —

- ☐ animals and nests
- ☐ leaves and shade
- ☐ food and shelter
- ☐ rocks and paper

3. All of these are fruit trees, except —

- ☐ apricot
- ☐ orange
- ☐ spruce
- ☐ peach

4. In this passage, shelter means —

- ☐ nuts
- ☐ fruit
- ☐ houses
- ☐ trees

5. Fruit and nuts are a natural resource for —

- ☐ food
- ☐ shelter
- ☐ water
- ☐ clothing

6. In Paragraph 1, the author tells about —

- ☐ rain and snow
- ☐ the many parts of a tree
- ☐ fruit and nuts
- ☐ shelter

7. Which sentence goes best at the end of Paragraph 2?

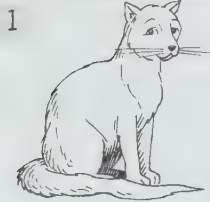
- ☐ Trees grow in orchards.
- ☐ Lumber also provides material for bridges, furniture, and buildings.
- ☐ Oak and elm trees grow in the forest.
- ☐ Weeping willow trees grow near sources of water.

8. What is the purpose of this selection?

- ☐ to give an opinion
- ☐ to give information
- ☐ to describe a process
- ☐ to tell a story

Word Families, Spelling Friends _at, _an, _ack

- Read the words in the box. Use each word in a sentence.
- Read your sentences to a partner.



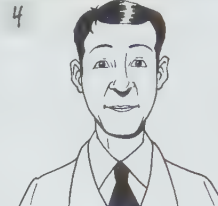
cat



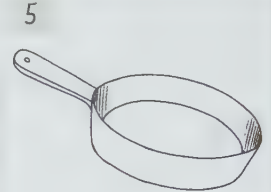
mat



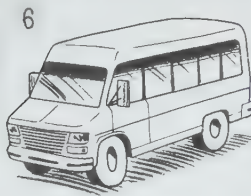
pat



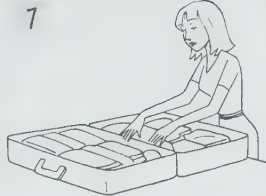
man



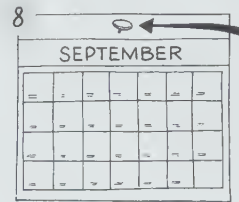
pan



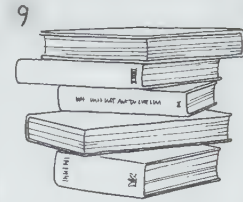
van



pack



tack



stack

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

ELD Standard

Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.
Use correct parts of speech.

ELA Standard

Read common word families. Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

Demonstrating Listening Comprehension

- Read the passage. Answer the questions.
 - Read the passage to a partner. Your partner sums up. Switch roles.
 - Write a summary about what you have read.
- Underline all the nouns in the passage. Read the nouns to a partner.

People are Resources

- (1) People are resources in a community. They depend upon each other for goods and services. People in the community provide goods and services to other community members by doing their jobs.
- (2) Some people produce goods or products through their jobs. Factory workers make cars, computers, televisions and other products. These products are used by people in the community.
- (3) Other people in the community have service jobs. People who have service jobs do not produce a product. They do something to help people in the community. Police officers have a service job. They work to keep the community safe. Bus drivers are service workers. They drive the buses and provide transportation for people in the community. There are many other service jobs in the community. Service workers include doctors, nurses, teachers and firefighters. Both people who produce goods or products and people who perform services provide important resources for the community.

ELD Standard

Identify the main idea in a story read aloud using key words and/or phrases.

ELA Standard

Use knowledge of the author's purpose to comprehend informational text. Use appropriate strategies when reading for different purposes.

1. This story is mainly about —
☐ community centers
☐ people as resources
☐ firefighters
☐ cars and computers
2. The ideas in Paragraph 2 tell how —
☐ some people are firefighters
☐ some people provide goods or products in their jobs
☐ some people have service jobs
☐ some people are teachers
3. All of these are products, except —
☐ cars
☐ computers
☐ pencils
☐ firefighters
4. In this passage, a service job means —
☐ a job only for teachers
☐ a factory job
☐ a job that doesn't produce a product
☐ a job that produces a product
5. Police officers keep people —
☐ happy
☐ healthy
☐ safe
☐ clean
6. People in the community provide goods and services through their —
☐ jobs
☐ cars
☐ letters
☐ books
7. Why was the story written?
☐ to give an opinion about the types of jobs people do
☐ to explain about the type of jobs people do
☐ to explain who service workers are
☐ to explain the types of products factory workers produce
8. What does the author think about people who produce products or provide services?
☐ They are important.
☐ They are not important.
☐ They do a great job.
☐ They need more help.

Write a summary about what this passage is mainly about.

Capitals: Titles of People

- ✓ Begin a sentence with a capital letter. *This is her bus.*
- ✓ Always use a capital letter when you write the word *I*. *I live in the community.*
- Begin the names and titles of people with a capital letter. *This is Dr. F. Jones.*
This is Uncle Carlos.
- ✓ Use capital letters when you write initials. *This is Mrs. C. E. Warren.*

- Write each sentence over correctly. Read the sentences to a partner.
1. this is the hospital where dr. e. jones is an employee. _____
 2. is mrs. f. ramirez a service worker in a local business? _____
 3. i think mrs. f. reyes is a manager in a factory. _____
 4. are you going to visit uncle carlos? _____
 5. this lady works as a nurse. her name is miss w. adams. _____
 6. did you know that aunt linda opened her own company? _____
 7. what kind of career does mr. l. ellis have? _____
 8. this is the office of mr. e. w. clark. _____

Demonstrating Listening Comprehension

- Read the passage. Answer the questions.
- Read the passage to a partner. Your partner sums up. Switch roles.
- Write a summary of this passage. Read your summary to a partner.
- Underline all the nouns in the passage. Read the nouns to a partner.

Land

- (1) Land is an important resource. There are many ways that land is used as a resource to supply people in the community with products and food. First, there is the industrial use of land. Industrial land is used for factories, warehouses and other industrial buildings. Industrial land provides a place for factories to produce products like cars and computers. Factories produce the products that people in the community want and need.
- (2) Next, there is the agricultural use of land. Farmers use agricultural land to grow crops like fruits and vegetables. They harvest the crops for people to eat.
- (3) Then, there is the recreational use of land. People use recreational land to build amusement parks. People also build golf courses and baseball stadiums on recreational land. Recreational land allows people to enjoy themselves.
- (4) The use of land for ranches is also very important. Ranchers raise livestock like cows, sheep, pigs, chickens and other animals. These animals provide food for people.
- (5) People use commercial land for businesses. They build businesses like barbershops, malls and supermarkets on commercial land. People shop and buy services from these businesses.
- (6) Finally, land is used for housing. People build houses and apartments on this land.

ELD Standard

Identify the main idea in a story read aloud using key words and/or phrases.

ELA Standard

Use knowledge of the author's purpose to comprehend informational text. Use appropriate strategies when reading for different purposes.

1. This story is mainly about —

- ☐ land as an important resource
- ☐ recreational land
- ☐ houses
- ☐ farming as a resource

2. The ideas in Paragraph 2 tell about—

- ☐ commercial land
- ☐ the agricultural use of land
- ☐ land for housing
- ☐ recreational land

3 All of these are uses for commercial land,
except —

- ☐ houses
- ☐ supermarkets
- ☐ barbershops
- ☐ malls

4. In this passage, recreational land is —

- ☐ land for housing
- ☐ land for malls
- ☐ land to grow fruit
- ☐ land for amusement parks

Write a summary of this article.

Land is an important resource. _____

Agricultural land is used for _____

Recreational land is used for _____

Ranches are used for _____

Categorizing, Spelling Friend _ial

- Write the words that belong with each type of land usage.

furniture factory

industrial land

car factory

furniture factory

orchard

car repair shop

amusement park

barbershop

almond farm

lumber warehouse

supermarket

restaurant

computer factory

movie theater

walnut grove

miniature golf course

vineyard

city park

walnut grove

agricultural land

ELD Standard

Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.
Apply knowledge of content-related vocabulary to discussions and readings.

ELA Standard

Read common word families. Spell basic short-vowel, long-vowel, *r*-controlled, and consonant-blend patterns correctly.
Classify grade-appropriate categories of words.

amusement park

recreational land

car factory

furniture factory

orchard

car repair shop

amusement park

barbershop

almond farm

lumber warehouse

supermarket

restaurant

computer factory

movie theater

walnut grove

miniature golf course

vineyard

city park

supermarket

commercial land

Demonstrating Listening Comprehension

- Read the passage. Answer the questions.
- Read the passage to a partner. Your partner sums up. Switch roles.
- Underline the nouns in the passage.
- Read the nouns to a partner.

The Sun

- (1) The sun is an important natural resource for plants and people. The sun provides a source of energy for life on earth. Light from the sun is necessary for the growth of plants. Plants trap the sun's energy and use it in their food-making process. The sun is also an important natural resource for people. It provides light during the day for people to work and play. It is a natural source for warmth. The heat from the sun keeps us warm. The heat from the sun also gives us a source of power called solar energy.
- (2) The sun is a natural resource for non-living things as well as for living things. The sun is a source of energy for the water cycle. The sun's energy causes the ocean water to evaporate. As the water evaporates, it forms clouds. Water eventually returns to the ground when it rains.

ELD Standard

Identify the main idea in a story read aloud using key words and/or phrases.

ELA Standard

Use knowledge of the author's purpose to comprehend informational text. Use appropriate strategies when reading for different purposes.

1. This story is mainly about —

- ☐ rain
- ☐ the food-making process
- ☐ the water cycle
- ☐ the sun as a natural resource

2. The ideas in Paragraph 2 tell how the sun is a natural resource for —

- ☐ people
- ☐ non-living things
- ☐ living things
- ☐ plants

3. Plants use the sun's energy for —

- ☐ the food-making process
- ☐ water
- ☐ the water cycle
- ☐ evaporating clouds

4. In this passage, evaporates means —

- ☐ eggs
- ☐ plays
- ☐ dries up
- ☐ provides

5. In this passage, provides means —

- ☐ gives
- ☐ protects
- ☐ grows
- ☐ evaporates

6. In Paragraph 1, the author says that the sun is important for —

- ☐ plants and people
- ☐ rocks and plants
- ☐ plants and roads
- ☐ water and people

7. Why did the author write the selection?

- ☐ to explain to readers why the sun is important
- ☐ to persuade readers that the sun is good
- ☐ to give readers information about how rain forms
- ☐ to give readers information about solar energy

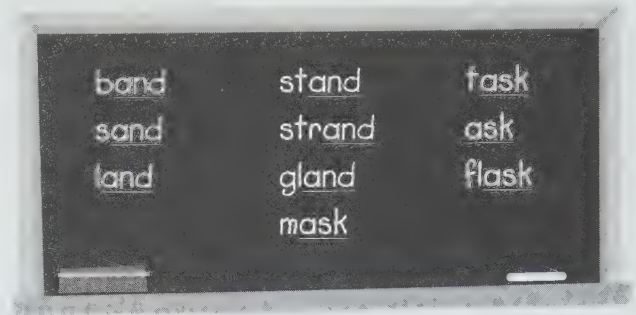
Word Families, Spelling Friends _and, _ask

Read the words on the chalkboard.

Write the correct word next to each picture.

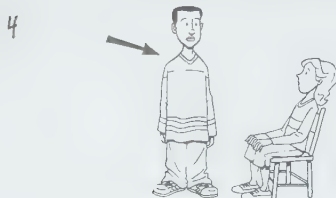
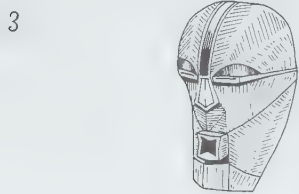
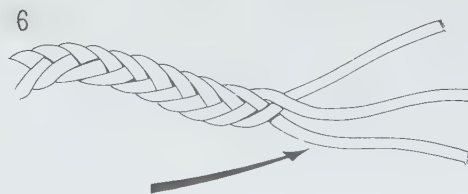
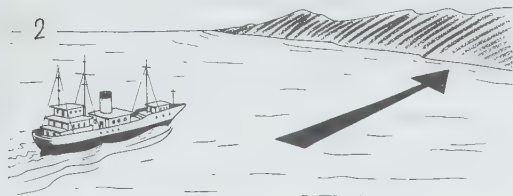
Write a sentence for each word.

Read the sentences to a partner.



band

I play the violin in the band.



ELD Standard

Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.

ELA Standard

Read common word families. Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.

Capitalization

- ✓ Begin the first word in a sentence with a capital letter. *Oil is a natural resource.*
- ✓ Always use a capital letter when you write *I*. *I use oil in my engine.*
- ✓ Begin names of countries with capital letters. *The United States is a country.*

 Read the sentences. Rewrite the sentences, putting in capital letters.

1. oil is an important natural resource. _____
2. we use oil to make petroleum. _____
3. oil is a source of energy used for heating. _____

4. there are many oil-producing countries. _____

5. the united states produces oil for fuel. _____
6. mexico has oil as a natural resource. _____
7. i know the country of saudi arabia produces oil. _____

8. the country of venezuela produces oil. _____
9. kuwait is a country that has oil as a natural resource. _____

10. do you know if nigeria has an oil refinery? _____

ELD Standard

Use capital letters to begin sentences and proper nouns.

ELA Standard

Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.

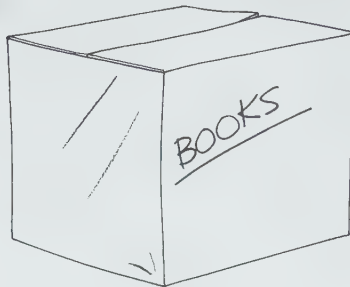
5 Word Families, Spelling Friends _ox, _op, _ot

- Read the words in the box.
- Write the correct word in each sentence.
- Read the sentences to a partner.
- Write noun or verb next to the words.

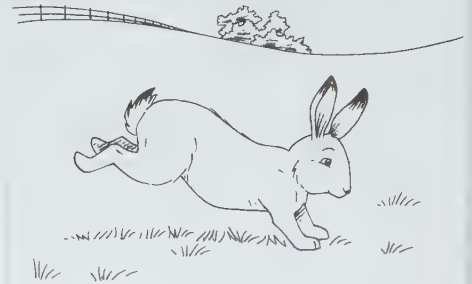
1

fox

2

box

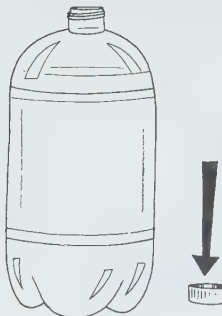
3

hop

4

mop

5

top

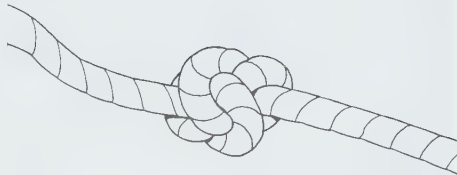
6

chop

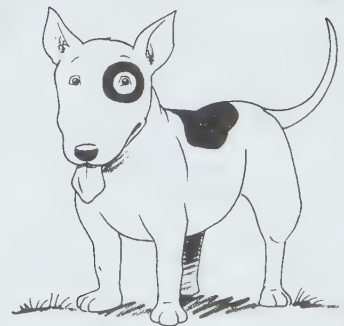
7

pot

8

knot

9

spot**ELD Standard**

Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.

ELA Standard

Read common word families. Spell basic short-vowel, long-vowel, *r*-controlled, and consonant-blend patterns correctly.

1. The man is cooking the soup in a _____.
2. The boy put the books in a _____.
3. I clean with a _____.
4. Please _____ the wood.
5. Put the _____ on the bottle.
6. The bunny can _____.
7. The _____ has a big red tail.
8. Marcos makes a _____ in the rope.
9. The dog has a _____ on his face.

NOUN or VERB

✓ A noun is the name of a person, place or thing. A verb is an action word.

■ Write noun or verb on the line to show how each word was used in the sentences above.

fox _____ <u>noun</u>	mop _____	pot _____
box _____	top _____	knot _____
hop _____	chop _____	spot _____

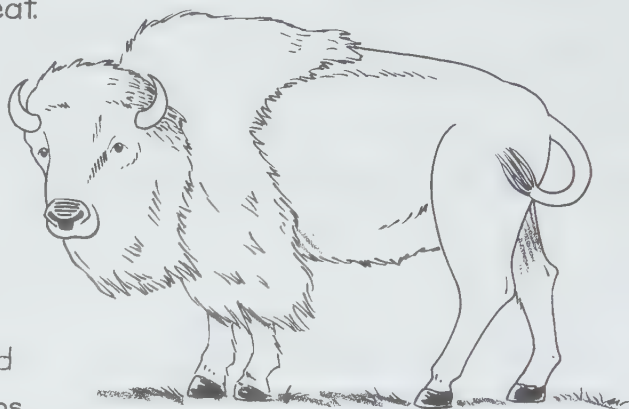
Demonstrating Listening Comprehension

- Read the passage together. Answer the questions.
- Have your partner retell the story. Switch roles.
- Write a summary about what you have read.

The Buffalo: An Animal Resource

The buffalo is a very important natural resource for the Native American people living in the Plains. The buffalo provides food, clothing and shelter. Native Americans eat buffalo meat.

They cook the meat over a fire. They make clothing out of the buffalo skins. They use the buffalo skins also for shelter. They make teepees out of the buffalo hides.



The buffalo is an important food source especially when the crops don't grow. Native Americans then have to hunt the buffalo to get food for the village. Native Americans often hunt the buffalo on foot. Hunting buffalo on foot is hard work. Sometimes Native Americans have to follow a buffalo herd for weeks before they get close enough to shoot the buffalo. After they follow the buffalo for weeks, Native Americans are so weak from hunger that it is hard to pull the bow back to shoot the arrow.

Once the buffalo is shot with an arrow, the Native Americans take the buffalo back to their village. Everyone in the village is happy to go to a buffalo feast.

ELD Standard

Identify the main idea in a story read aloud using key words and/or phrases.

ELA Standard

Use knowledge of the author's purpose to comprehend informational text. Use appropriate strategies when reading for different purposes.

1. In the story, Native Americans used buffalo for all of the following except —

- ☐ medicine
- ☐ shelter
- ☐ food
- ☐ clothing

2. This story is mainly about —

- ☐ how difficult it is to hunt buffalo
- ☐ buffalo grease
- ☐ buffalo hides
- ☐ how important the buffalo was to the Native Americans

3. The author of this story said Native Americans needed buffalo especially when —

- ☐ they grew older
- ☐ they made clothing
- ☐ the crops didn't grow
- ☐ they had a celebration

4. Native Americans who followed a buffalo herd for weeks were —

- ☐ riding an elephant
- ☐ weak from hunger
- ☐ happy
- ☐ fighting off wolves

5. Hunting buffalo was —

- ☐ not important
- ☐ only the chief's job
- ☐ easy
- ☐ hard work

6. In what year was this story written?

- ☐ 1850
- ☐ 1980
- ☐ 2002
- ☐ 2050

7. For whom was the story intended?

- ☐ for Native Americans
- ☐ for all people who want to learn about Native Americans from the Plains
- ☐ for students only
- ☐ for teachers only

Summary

Word Families, Spelling Friends _ed, _en, _et, _ent

- Read the words on the chart.
- Complete the chart.
- Read the sentences to a partner.

Word	Noun or Verb	Sentence
bed		
sled		
led		
hen		
pen		
get		
pet		
tent		
rent		
went		
spent		

ELD Standard

Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.
Use correct parts of speech.

ELA Standard

Read common word families. Spell basic short-vowel, long-vowel, *r*-controlled, and consonant-blend patterns correctly.
Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

Demonstrating Listening Comprehension

- Read the passage. Answer the questions.
- Read the passage to a partner. Your partner sums up. Switch roles.
- Write a summary about what you have read.

Natural Resources

This is a picture of a Native American village. Native Americans from the Great Plains used the buffalo to provide food, clothing and shelter. The buffalo was a natural resource. A natural resource is anything found in nature that people can use.

Trees, soil and water were also natural resources for the Native Americans. The poles that held up teepees came from trees. Native Americans used soil as a resource to grow crops. They used the natural resource of water to drink and cook. They also used the water to irrigate their crops.



Today, we use many of the same natural resources as the Native Americans. We use trees to make everything from houses to paper to clothing. We use the soil to grow food. We drink water that comes from rivers, lakes and underground wells.

Natural resources are also found inside the earth. Things like oil, coal, rocks and metals are natural resources. Today, we use oil to make gasoline for cars. We burn coal in factories and we use rocks to make cement sidewalks. We build many things, such as cars, with metal. These natural resources are important to us today. We must conserve, or take care of, our natural resources so we have them for the future.

ELD Standard

Identify the main idea in a story read aloud using key words and/or phrases.

ELA Standard

Use knowledge of the author's purpose to comprehend informational text. Use appropriate strategies when reading for different purposes.

1. If you want to know more about the Native Americans, you should —

- ☐ read a sports magazine
- ☐ visit an electronics store
- ☐ read a history book
- ☐ read a comic book

2. Native Americans used the buffalo to provide all of the following except —

- ☐ books
- ☐ shelter
- ☐ food
- ☐ clothing

3. We use oil to make —

- ☐ cloth
- ☐ metals
- ☐ cement
- ☐ gasoline for cars

4. In this story, natural resources means —

- ☐ Native Americans
- ☐ anything found in nature that people can use
- ☐ trees only
- ☐ gasoline for cars

5. What is this story mainly about?

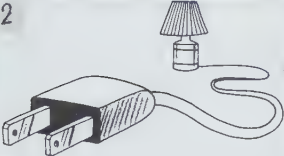
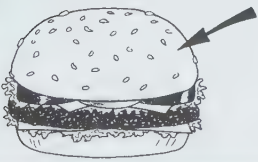
- ☐ buffalo
- ☐ natural resources
- ☐ oil and gasoline
- ☐ underground wells

6. The most likely reason the author wrote this story is to —

- ☐ explain to readers how Native Americans used trees
- ☐ persuade readers to conserve natural resources for the future
- ☐ give readers information on where to find natural resources
- ☐ tell readers about products made from natural resources

Word Families, Spelling Friends _ug, _un

- Read the words in the box.
- Write the correct word to match each picture.
- Label each word as either a noun or a verb.
- Use each word in a sentence.
- Read the sentences to a partner.

Picture	Word	Noun or Verb	Sentence
1 			
2 			
3 			
4 			
5 			
6 			

ELD Standard

Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.
Use correct parts of speech.

ELA Standard

Read common word families. Spell basic short-vowel, long-vowel, *r*-controlled, and consonant-blend patterns correctly.
Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

Demonstrating Comprehension

- Read the questions first, and then read the passage.
- Fill in the bubble for each correct answer.
- Read the passage to a partner.
- Ask your partner to retell how to join the Recycling Club. Switch roles.

Community Recycling Club – Conserve Our Natural Resources

Who Can Join:

Anyone who lives in the Park Community and wants to collect bottles and cans.

What to Do:

1. Fill out an application.
2. Take the application to Mr. Sánchez at the Park Community Center.
3. Fill out a coupon for every 20 bottles or cans you collect.
4. Put the coupons in the Recycling Club box at the Park Community Center.
5. Club members who fill out eight coupons get a free trip to the zoo.



- | | |
|---|---|
| <p>1. To join the club, you should first —</p> <ul style="list-style-type: none"> ☐ go to the zoo ☐ fill out an application ☐ see Mr. Sánchez ☐ fill out the coupon <p>2. To get a free trip to the zoo, you must fill out —</p> <ul style="list-style-type: none"> ☐ one coupon ☐ two coupons ☐ four coupons ☐ eight coupons | <p>3. Who can join the club?</p> <ul style="list-style-type: none"> ☐ only boys ☐ only girls ☐ anyone who lives in the Park Community ☐ anyone who goes to school <p>4. Each coupon shows —</p> <ul style="list-style-type: none"> ☐ your address ☐ your age ☐ your school ☐ your picture |
|---|---|

ELD Standard

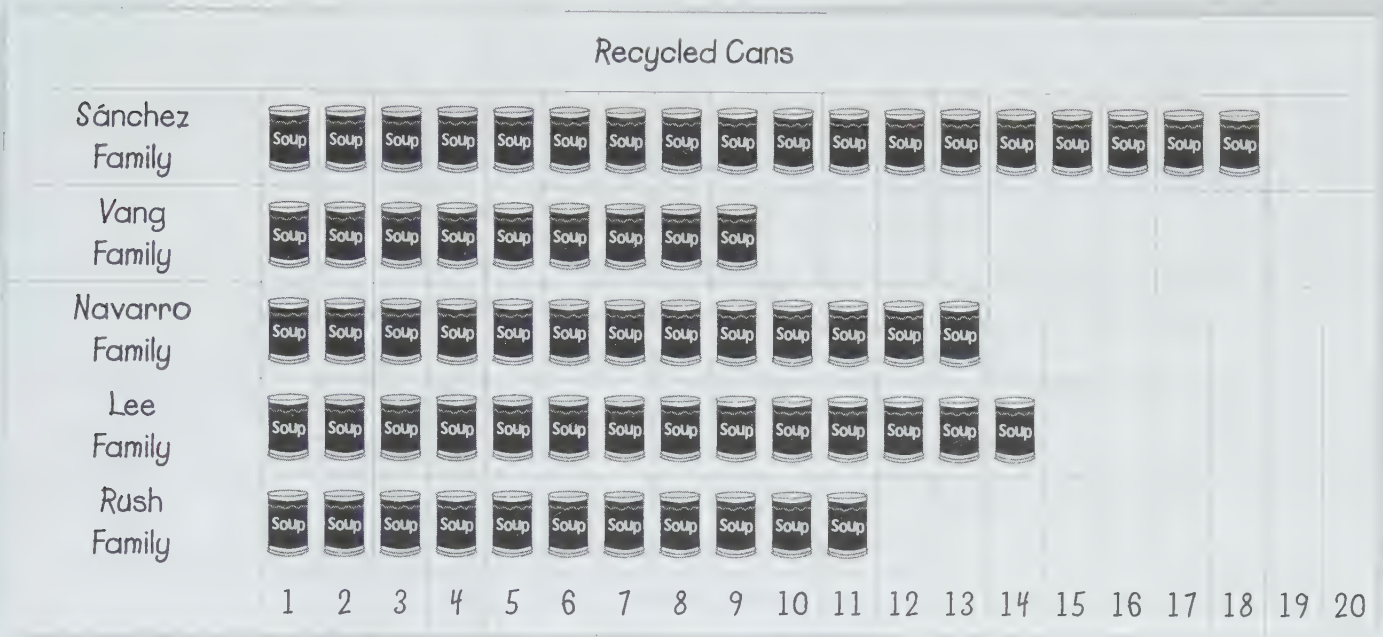
Read and identify text features, such as title, table of contents and chapter headings, diagrams, charts, glossaries, and indexes in written text.

ELA Standard

Use appropriate strategies when reading for different purposes.

Interpreting Information from Graphs

- The graph shows how many cans each family recycled last week.
- Answer each question in a complete sentence.
- Read and discuss your answers with a partner.



- How many cans did the Lee family recycle? _____
- How many cans did the Vang family recycle? _____
- Which family recycled the fewest cans? _____
- Which family recycled the most cans? _____
- Why do you think the Sánchez family recycled the most cans?

ELD Standard

Read and identify text features, such as title, table of contents and chapter headings, diagrams, charts, glossaries, and indexes in written text.

ELA Standard

Interpret information from diagrams, charts, and graphs. Use appropriate strategies when reading for different purposes.

Demonstrating Listening Comprehension

- Read the passage to a partner.
- Draw a picture and write a story about Carlos's trip to New York.

A Visit to New York City

Monica's cousin Carlos is visiting New York City. It is his first trip to New York. Monica tells Carlos that she is going to take him on a tour of the city.

"Let's go to the Empire State building and look down at New York City's skyline," says Monica.

"O.K.," says Carlos, "I've never been in that building."

Carlos and Monica take a taxi to the Empire State Building. Monica and Carlos ride the elevator to the observation deck. They look down at the skyline of New York. They can see the New York City port. Carlos looks down.

His stomach turns over. Carlos begins to feel dizzy. He thinks he may be suffering from a fear of heights—acrophobia. Monica looks at Carlos. He is beginning to turn green.

"Come on, Carlos," says Monica. "You need to look at the New York City skyline from the ground."



1. Where does Monica live?

- ☐ Texas
- ☐ California
- ☐ Chicago
- ☐ New York City

2. Carlos is Monica's —

- ☐ father
- ☐ cousin
- ☐ brother
- ☐ dog

ELD Standard

Respond orally to simple stories by answering factual comprehension questions, using phrases or simple sentences.

ELA Standard

Use knowledge of author's purpose to comprehend information in the text.

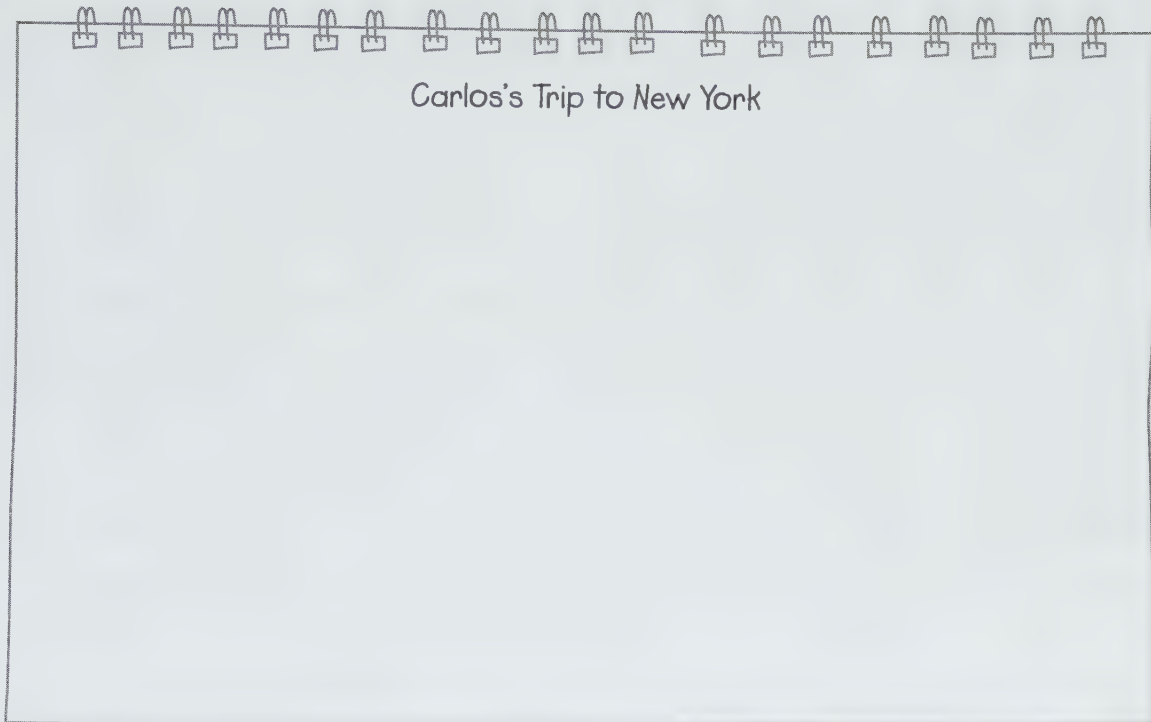
3. Carlos is suffering from acrophobia.

Acrophobia means —

- ☐ fear of people
- ☐ fear of small places
- ☐ fear of water
- ☐ fear of heights

4. Carlos looks down and his stomach turns over. He feels —

- ☐ sad
- ☐ dizzy
- ☐ tired
- ☐ happy



Carlos's Trip to New York

b Capitalization

- Write the sentences over correctly.
Use capital letters for the names of streets, cities and states.

1. That is the flag of the united states. _____
2. Pao is going to build two houses on east third street. _____

3. The capital of texas is the city of austin. _____

4. The capital of california is sacramento. _____

5. The largest state in the united states is alaska. _____

6. The second largest state is texas. _____
7. The smallest states are rhode island and delaware. _____

8. Where is the miami airport? _____
9. Orange avenue and eola drive are in orlando, florida. _____

10. The cable cars in san francisco, California are historic. _____

ELD Standard

Use capital letters to begin sentences and for proper nouns.

ELA Standard

Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week and titles and initials of people.

Demonstrating Listening Comprehension

- Read the passage together. *Sum up* what this passage is about.
- Fill in the bubble for the correct answer to each question.

Manuel's Diversified Farm

Manuel lives in the country with his family on a farm in California. He is a farmer and he grows many different kinds of crops on his farm. Manuel has a diversified farm. He believes in diversified farming. Diversified farming means that a number of different crops are grown on the farm. Diversified farming helps Manuel make good use of his land and it also brings a steady income to Manuel. Manuel plants cotton in the spring and he picks the cotton in the fall.



In the early spring, on another piece of land, Manuel plants tomatoes, melons and corn. He harvests these crops in the summer. Manuel and a group of workers pick and package the tomatoes, melons and corn in the field. This is called field packing. A truck picks up the packages of corn, tomatoes and melons and takes them directly to a market.

Jim lives in a rural area on another kind of farm. He and his family raise animals. The cows and the horses sleep in the barn. Jim also raises chickens.

ELD Standard

Respond orally to stories by answering factual comprehension questions using phrases or simple sentences.

ELA Standard

Use knowledge of author's purpose to comprehend information.

1. Manuel and his family live on a —

- ☐ houseboat
- ☐ farm
- ☐ ranch
- ☐ desert

2. What is the story mainly about?

- ☐ diversified farming
- ☐ taking melons to the market
- ☐ how to pick melons
- ☐ where to plant crops

3. Manuel has a diversified farm.

Diversified means —

- ☐ planting only one kind of fruit tree
- ☐ having one kind of crop on a farm
- ☐ having a variety of crops on a farm
- ☐ planting only cotton on a farm

4. Manuel plants cotton in the —

- ☐ summer
- ☐ spring
- ☐ fall
- ☐ winter

5. Field packing means —

- ☐ picking and packaging crops in the field
- ☐ picking the crops off the trees
- ☐ growing the crops in a field
- ☐ packaging the crops at the supermarket

6. Where is Manuel's farm?

- ☐ in Chicago
- ☐ in Texas
- ☐ in Idaho
- ☐ in California

Summary

Word Families, Spelling Friends _ig, _ish

- Read the sentences on the notepad. Underline the short i words.
- Write the correct sentence under each picture. Underline the short i words.
- Read the sentences to a partner.

Dad puts the dish on the table.

The pig has a wig.

The fig turns purple when it is ripe.

The pig is going to dig up the pit.

Mike is going to wish on the wishbone.

The fish is going to swish up the stream.



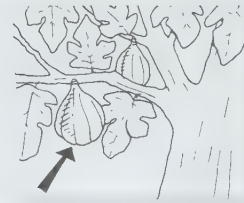
1



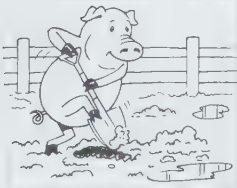
4



2



5



3



6

ELD Standard

Recognize most common English word parts. Generate the sounds from all letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms) and blend these sounds into recognizable words.

ELA Standard

Combine sounds into recognizable words. Recognize and use knowledge of spelling patterns when reading. Spell basic short vowel, long vowel, r-controlled and consonant-blend patterns correctly.

Demonstrating Listening Comprehension

- Read the passage to a partner. Your partner *sums up*. Switch roles.
- Fill in the bubble for each correct answer.

Forest Rules

Ana is a forest ranger.
She lives in one of the United States' national forests.
Ana's job is to watch over the forest in order to keep the forest animals and forest trees safe. Ana watches for sick or hurt animals. She also checks campfires. Ana knows that a flick of a match can start a big forest fire. She enforces the forest rules to keep the forest safe for animals, trees and people.

Forest Rules

1. Do not throw matches in the forest.
2. Use water to completely put out campfires.
3. Hike only on marked or designated trails.
4. Do not feed forest animals.
5. Do not hurt the wildlife.
6. Keep your campsite only in designated areas.

1. These rules tell how to —

- ☐ keep the beach safe
- ☐ keep your home safe
- ☐ keep the forest safe
- ☐ keep the city safe

2. You will need rule two only if you —

- ☐ pitch a tent
- ☐ feed the animals
- ☐ go hiking
- ☐ make a campfire

ELD Standard

Respond orally to simple stories by answering factual questions, using phrases or simple sentences.

ELA Standard

Use knowledge of author's purpose to comprehend information in the text.

3. Where do the rules tell you to hike?

- ☐ next to redwood trees
- ☐ on marked or designated trails
- ☐ on highways
- ☐ on green sidewalks

4. Which of these is one way to follow rule #4?

- ☐ use the food for people to eat only.
- ☐ use the food only for bears.
- ☐ use the food only for small animals.
- ☐ use the food only for squirrels.

5. You do not need the rule to hike in designated areas if —

- ☐ you don't go hiking
- ☐ you don't go swimming
- ☐ you don't make a campfire
- ☐ you don't like animals

6. Hike only in designated areas.

Designated means —

- ☐ destroyed
- ☐ marked
- ☐ detours
- ☐ dangerous

b Plural Nouns

✓ To change singular nouns to plural nouns, add s. cat → cats

✓ If a noun ends in *s*, *x*, *ch*, *sh*, or *z*, add es to form the plural. latch → latches

6 Underline the plural nouns in these sentences.

Example: The man put five latches on the door.

1. There are five benches in the park.
2. Do foxes live in a forest or a jungle?
3. The girl wants to make six wishes when she blows out the candles.
4. Are there many cattle ranches in Texas?
5. Put the glasses in the dishwasher.

7 Write the plural form of the singular nouns by adding es.

- | | |
|---------------------|----------------|
| 1. dish _____ | 5. ash _____ |
| 2. wristwatch _____ | 6. fox _____ |
| 3. glass _____ | 7. wish _____ |
| 4. ranch _____ | 8. bench _____ |

8 Use the following words in a sentence: glasses, wishes, dishes, benches

1. _____
2. _____
3. _____
4. _____

ELD Standard

Spell correctly one-syllable words, changing the ending of a word when forming a plural.

ELA Standard

Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (changing the ending of a word when forming the plural and common homophones).

Demonstrating Listening Comprehension

- Read the passage together. *Sum up* what the passage is about.

Grasslands

Grass covers the land in some places of the world. These places are called grasslands. Grasslands have grass for thousands and thousands of miles but there are very few trees. There are grasslands on many of the continents of the world, including Africa, North America, Australia and Asia.

Many animals live in the grasslands. The grass provides food for the animals. Some animals on the continent of Africa live in the grasslands. Many different kinds of animals can live together in the grasslands of Africa because they eat different parts of the grass. Striped zebra eat the top of the grass while antelopes eat the short grass near the ground. The animals that eat the grass become the food for meat-eating grassland animals, such as the lion. Small animals dig holes underground so they can dive to safety when they see the lion. Other animals that live on the African grasslands include buffalo, elephants, leopards and cheetahs.

The grasslands of North America are home for bison herds, cattle, mule deer, coyotes and wolves. These animals move across the grasslands so they always have fresh grass to eat.

Kangaroos make their home on the continent of Australia. Deer and jaguars also make their home on grasslands in Australia.

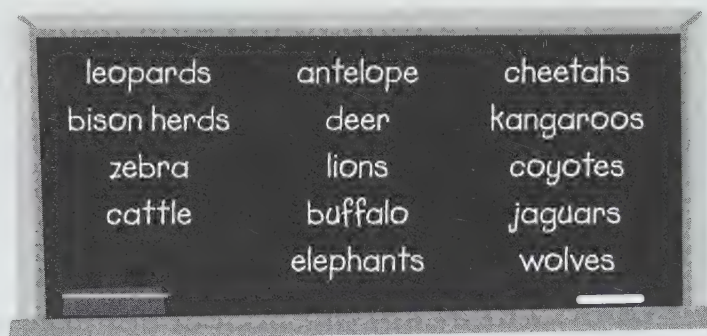
ELD Standard

Respond orally to simple stories by answering factual comprehension questions, using phrases or simple sentences.

ELA Standard

Use knowledge of author's purpose to comprehend information in the text.

-
- Place these animals on the continent where they live in the grasslands.



Continent of Africa

Continent of North America

Continent of Australia



b Capitalization

✓ Begin sentences with a capital letter. *The lion lives in the grasslands.*

✓ Begin the names of continents with capital letters.

The elephant lives in the grasslands of Africa.

The kangaroo lives in the grasslands of Australia.

Write the sentences over correctly. Use capital letters for the names of continents and for the words at the beginning of a sentence.

1. the elephant lives in africa. _____

2. the kangaroo lives on the continent of australia. _____

3. there are cattle, mule deer, coyotes and wolves on the continent of north america.

4. do meat-eating animals live on the continent of africa? _____

5. are there grasslands on the continents of africa and asia? _____

6. lions live in the grasslands of africa. _____

Write a sentence about each of the following continents: Africa, North America, and Australia.

ELD Standard

Use capital letters to begin sentences and proper nouns.

ELA Standard

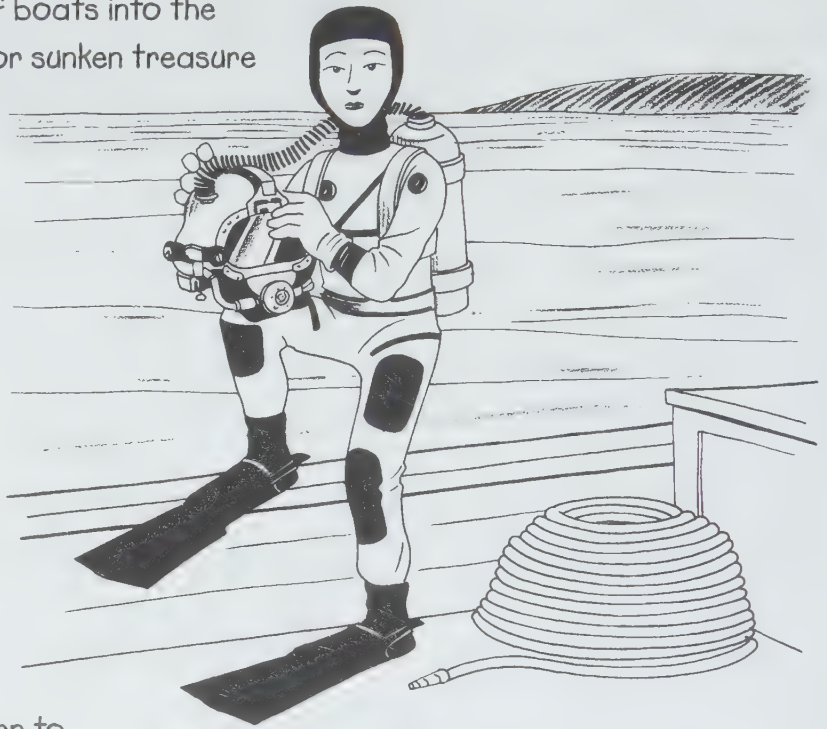
Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week and titles and initials of people.

Demonstrating Listening Comprehension

- Read the passage to a partner. Your partner sums up. Switch roles.

Maylee, The Ocean Diver

Maylee is a diver. She lives in San Clemente, California. Maylee dives off boats into the ocean. Her job is to look for sunken treasure under the ocean. Today, Maylee is going to look for a treasure chest on the bottom of the Pacific Ocean. Maylee puts on her wetsuit. She slides on her flippers. She attaches the oxygen tank to her head gear and puts on the helmet. She checks the tube from the oxygen mask to her head gear because she knows she needs the oxygen to breathe. Maylee dives off the boat. First, she picks up something shiny and yellow. Then she picks up something rough and pink. The next thing she picks up is purple and soft. Maylee sees something that is a bright green. She picks it up. Maylee finds something black and glossy. She picks that up too. Finally, she picks up something iridescent orange. It is so big that Maylee cannot hold it.

**ELD Standard**

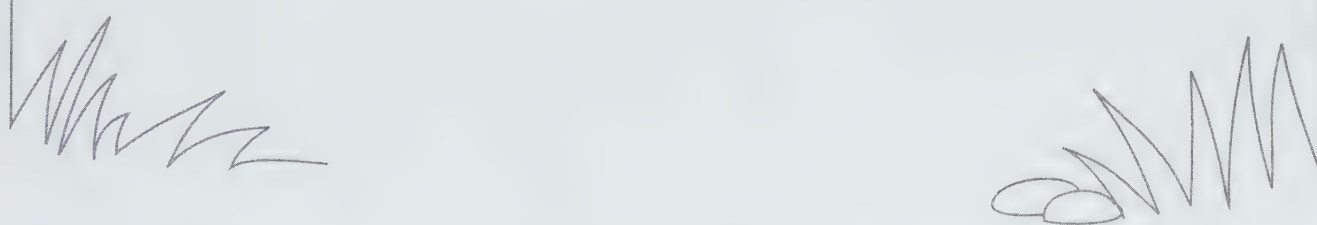
Respond orally to simple stories by answering factual comprehension questions, using phrases or simple sentences.

ELA Standard

Use knowledge of author's purpose to comprehend information in the text.

- Make a mind map for the things Maylee sees on the bottom of the ocean.
List the object under the color.

Things Maylee sees on the bottom of the ocean

orange	purple	yellow	green	pink	black
					

- Write six sentences telling what you think Maylee picks up off the bottom of the ocean.
Read the sentences to a partner.

1. She picks up a shiny yellow _____
2. She picks up _____
3. She picks up _____
4. She picks up _____
5. She picks up _____
6. She picks up _____

Word Families, Spelling Friends _ick, _ill, _ive

- Read the words and fill in the chart.
- Read the sentences to a partner.

Word	Noun or Verb	Picture	Sentence
kick			
stick			
Jill			
hill			
pill			
live			
give			

ELD Standard

Recognize most common English word parts. Generate the sounds from all letter patterns, including consonant blends and long- and short-vowel patterns (phonograms) and blend these sounds into recognizable words.

ELA Standard

Combine sounds into recognizable words. Recognize and use knowledge of spelling patterns when reading. Spell basic short vowel, long vowel, *r*-controlled and consonant-blend patterns correctly.

 Demonstrating Listening Comprehension
The River

by Robert Louis Stevenson

Golden is the sand.
It flows along forever,
With trees on either hand,
Green leaves a-floating,
Castles on the foam,
Boats of mine a-boating,
When will all come home?
On goes the river
And out past the mill,
Away down the valley,
Away down the hill.
Away down the river,
A hundred miles or more,
Other little children
Shall bring my boats ashore.



1. The sand in the poem is —

- ☐ gray
- ☐ brown
- ☐ golden
- ☐ green

2. Which line from the poem lets you know that young people are close to the river?

- ☐ It flows along forever.
- ☐ Other little children shall bring my boats ashore.
- ☐ And out past the mill.
- ☐ A hundred miles or more.

ELD Standard

Respond orally to simple stories by answering factual comprehension questions, using phrases or simple sentences.

ELA Standard

Use knowledge of author's purpose to comprehend information in the text.

3. Why does the author include the line

“boats of mine a-boating”?

- ☐ To tell how to sail a boat.
- ☐ To explain how to fly.
- ☐ To tell about sailing a boat on a river.
- ☐ To tell about an ocean.

4. Who is the author of this poem?

- ☐ Carl Sandberg
- ☐ Louisa May Alcott
- ☐ Shakespeare
- ☐ Robert Louis Stevenson

5. What is the poem's setting?

- ☐ the ocean
- ☐ a forest
- ☐ a river
- ☐ a waterfall

6. Write three words that could describe the boat's trip down the river.

B Descriptive Writing**Writing Prompt**

- Describe a river.

Before Writing: Make a mind map, using words that describe the river.

After Writing: Read your description to a partner.

The River

by _____

The river looks _____

The river feels _____

The river smells _____

The river sounds _____

The river tastes like _____

ELD Standard

Create simple sentences, or phrases, with some assistance. Use models to write short narratives.

ELA Standard

Write a brief narrative.

Demonstrating Listening Comprehension

- Read the passage together. *Sum up* what the passage is about.
- Answer the questions.

The Seashore

The seashore is the place where the sea meets the land. It is a habitat that changes all the time. It changes as the waves crash and the tide comes in and out. The seashore is a great place to walk. Maria likes to walk on the seashore. She sinks her toes into the wet sand and picks up small shells. She



inspects the shells then puts them into her sand bucket. Maria looks at the plants and animals that tightly cling to the rocks. She sees anemones. She surveys these small animals fixed to the rocks. She watches them.

The anemones wave their tentacles under water to catch food when the tide is in and fold them away when the tide goes out. Maria searches for sand crabs under the wet sand. She watches the birds tip tap gingerly along on their long, thin legs, looking for food. One bird grabs a wiggling worm from under the sand. Then the bird flies into the sky. It dives into the ocean to get a fish to eat. Maria glances at the birds in flight. She kicks a sticky piece of seaweed back into the ocean. Maria loves walking on the seashore. Her favorite time to walk on the seashore is at sunset. She loves to see the beautiful colors as the sun sets over the seashore.

ELD Standard

Respond orally to simple stories by answering factual comprehension questions, using phrases or simple sentences.

ELA Standard

Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

Choose the verb that matches the story. Underline the sentence in the story.

1. Then the bird _____ into the sky.

- ☐ jumps
- ☐ runs
- ☐ flies
- ☐ walks

2. Maria _____ to walk on the seashore.

- ☐ likes
- ☐ hates
- ☐ hops
- ☐ jumps

3. One bird _____ a wiggling worm from under the sand.

- ☐ talks to
- ☐ throws
- ☐ pushes
- ☐ grabs

4. She _____ to see the beautiful colors as the sun sets over the seashore.

- ☐ loves
- ☐ eats
- ☐ runs
- ☐ glances

5. The anemones _____ their tentacles under water to catch food when the tide is in and fold them away when the tide goes out.

- ☐ drop
- ☐ watch
- ☐ wave
- ☐ look

6. Maria _____ for sand crabs under the wet sand.

- ☐ flies
- ☐ likes
- ☐ finds
- ☐ searches

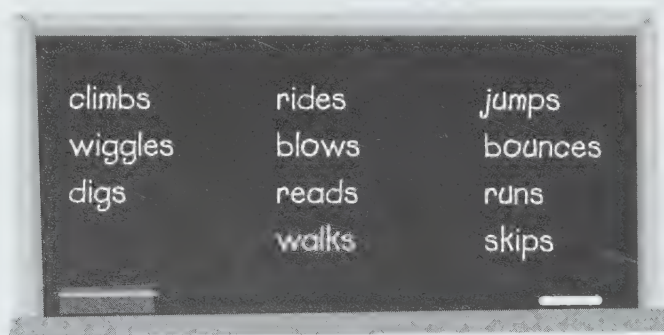
B Verbs

- ✓ A verb is an action word.
- ✓ A verb tells what someone or something does.

■ Identify the verbs and draw a line under them. Read the sentences to a partner.

1. The squirrel climbs up the tree.
2. The girl jumps rope.
3. The boy bounces the ball.
4. The lady reads the book.
5. The man rides the bike.

- Write the verb that tells what someone or something does. Use the verbs on the chalkboard. Choose a verb that begins with the same letter as the noun in the sentence.

**ELD Standard**

Use correct parts of speech, including correct subject/verb agreement.

ELA Standard

Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.



1. The worm

_____.



7. Bertha

_____.



2. The dog

_____.



8. The ball

_____.



3. Raul

_____.



9. Julia

_____.



4. Wanda

_____.



10. Rita

_____.



5. Sara

_____.



11. Roberto

_____.



6. Clara

_____.

Demonstrating Listening Comprehension

- Read the questions to a partner. Then read the passage together.
- Answer the questions.

The Tundra

The word *tundra* is a Russian word that means a treeless, marshy area. The Arctic tundra stretches three million square miles across the northern portions of Alaska, Canada, Greenland, Russia, Norway, Sweden, and Finland. The Arctic tundra is at the top of the earth. It's a very cold place. The tundra gets a lot of snow in the winter. During the winter, the ground is frozen. The winters are long and very dark. Some animals that live in the tundra, like the polar bears, have thick fur and an extra layer of fat to keep warm. Emperor penguins use their feathers to keep warm. They live in groups and huddle together for warmth.

Summer in the Arctic tundra lasts about two months, and the sun never sets. Summers often have strong winds.

1. Tundra means —

- ☐ treeless, marshy area
- ☐ sunshine
- ☐ grasslands
- ☐ wetlands

2. This story is mainly about —

- ☐ Canada
- ☐ the Arctic tundra
- ☐ the polar bear
- ☐ the emperor penguin

3. The polar bear keeps warm because —

- ☐ it has an extra layer of fat
- ☐ it has long legs
- ☐ its has feathers
- ☐ it has big feet

4. Emperor penguins huddle together for —

- ☐ warmth
- ☐ walking
- ☐ strength
- ☐ protection

5. Summer in the Arctic lasts —

- ☐ five months
- ☐ four months
- ☐ two months
- ☐ three months

6. During the winter, the ground in the Arctic tundra is —

- ☐ green
- ☐ soft
- ☐ brown
- ☐ frozen

Write why you would or wouldn't like to be a polar bear living in the tundra.

Capitalization

- Begin the names of the days, months and holidays with a capital letter.

Sunday May Mother's Day

- Look at the underlined part of each sentence.
Mark the answer that shows the correct capitalization for each underlined segment.

1. Do they celebrate Independence Day on July 4th?

- ☐ Do they celebrate independence Day on July 4th?
☐ Do they celebrate Independence day on July 4th?
☐ The way it is.

2. The ground in the tundra will be frozen on president's day in february.

- ☐ The ground in the tundra will be frozen on President's Day in february.
☐ The ground in the tundra will be frozen on President's Day in February.
☐ The way it is.

3. The polar bear is going to walk on the frozen ground on Thanksgiving Day in November.

- ☐ The polar bear is going to walk on the frozen ground on thanksgiving day in november.
☐ The polar bear is going to walk on the frozen ground on Thanksgiving Day in november.
☐ The way it is.

4. The tundra is very cold during the winter months of january and february.

- ☐ The tundra is very cold during the winter months of January and February.
☐ The tundra is very cold during the winter months of January and february.
☐ The way it is.

5. The tundra is warmer during the months of june and July.

- ☐ The tundra is warmer during the months of June and july.
☐ The tundra is warmer during the months of June and July.
☐ The way it is.

ELD Standard

Use capital letters to begin sentences and for proper nouns.

ELA Standard

Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week and titles and initials of people.



■ Write the sentences over correctly.

1. do we celebrate martin luther king day in january? _____

2. School begins the Monday after labor day. _____

3. My mom's birthday is Tuesday, december 24th. _____

4. Where are you going on halloween, october 31st? _____

5. In february we celebrate president's day. _____

Demonstrating Listening Comprehension Interpreting Information from a Chart

Wetlands

Sami is a scientist. She studies different types of habitats. A habitat is a place where animals and plants live and grow. Forests, mountains, the tundra and the desert are all habitats. The wetlands are another type of habitat. Sami is studying the wetlands. She writes the following letter to another scientist, Dr. Jones, to tell him about the wetlands.

April 30

Dear Dr. Jones,

I am currently studying the wetlands. Wetlands are areas that connect land and deep water. There are two general categories of wetlands: coastal or tidal wetlands, and inland or non-tidal wetlands. In coastal areas, the wetlands have salt water but inland wetlands have fresh water. Wetlands provide a habitat for a variety of plants and animals. Different types of wetlands include marshes, swamps, bogs, tidal salt marshes and mud flats. The table below defines each type of wetland.

ELD Standard

Respond orally to simple stories by answering factual comprehension questions, using phrases or simple sentences.

ELA Standard

Use knowledge of author's purpose to comprehend information in the text. Interpret information from diagrams, charts and graphs.

NAME OF WETLAND	TYPE OF HABITAT	TYPES OF ANIMALS OR WILDLIFE	TYPES OF VEGETATION
marsh	flooded most of the time	muskrats, beavers, insects	green plants that can survive wet soil
swamp	frequently flooded	deer, bears, alligators, rabbits, frogs	trees and shrubs
bog	found in northeastern United States	bog lemmings	commercial crops such as cranberries
mud flats	shallow coastal area	amphibians	generally contain no plants
tidal salt march	shallow coastal area	sea birds	grass-like plants

1. Wetlands are —

- ☐ a type of animal
- ☐ shells at the seashore
- ☐ a type of plant
- ☐ a type of habitat

2. A habitat is —

- ☐ a place where people don't want to live
- ☐ a place where animals live and grow
- ☐ a home for cats and dogs only
- ☐ a home for people only

3. Sami writes a letter to Dr. Jones. Dr. Jones is —

- ☐ a geologist
- ☐ a scientist
- ☐ a dentist
- ☐ a teacher

4. All these are wetlands, except —

- ☐ grassland
- ☐ bog
- ☐ swamp
- ☐ marsh

5. Cranberries grow in a —

- ☐ marsh
- ☐ swamp
- ☐ mud flats
- ☐ bog

6. This passage is mainly about —

- ☐ the seashore
- ☐ different types of wetlands
- ☐ different types of plants
- ☐ grasslands

b Commas in a Series

- ✓ Use commas to separate three or more items in a series.

The fruits in the basket include an apple, a pear, a peach and a plum.

- In each group, find the sentence that has commas in all the right places.

1. ☐ The wetlands include marshes, swamps, bogs and mud flats.
☐ The wetlands include marshes, swamps bogs and mud flats.
☐ The wetlands include marshes swamps bogs and mud flats.
2. ☐ There are people, animals and plants that live in a habitat.
☐ There are people animals and plants, that live in a habitat.
☐ There are people animals and plants that live in a habitat.
3. ☐ I'm going to the store to buy bread milk, apples and rice.
☐ I'm going to the store to buy bread, milk, apples and rice.
☐ I'm going to the store to buy bread milk apples and rice.
4. ☐ Habitats include wetlands, grasslands, seashores and forests.
☐ Habitats include wetlands grasslands, seashores and forests.
☐ Habitats include wetlands grasslands, seashores, and forests.
5. ☐ There are four directions to travel: north south east and west.
☐ There are four directions to travel: north, south east and west.
☐ There are four directions to travel: north, south, east and west.

- Write the sentences over correctly. Put in the commas where they are needed.

1. Marcos is going to buy balloons napkins candles and plates for the party.

ELD Standard

Use some commas appropriately.

ELA Standard

Use commas in the greeting and closure of a letter and with dates and items in a series.



2. Coastal wetlands are found along the Atlantic Pacific Alaskan and Gulf coasts.

3. Habitats include forests grasslands wetlands oceans and cities.

4. There are trees animals bugs and flowers in the forest.

5. Where are the jeans shoes and shirts?

6. Wetlands next to lakes rivers bays and oceans protect shorelines against erosion.

7. Blueberries cranberries and other crops grow in wetlands.

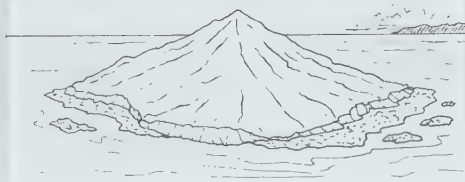
Demonstrating Listening Comprehension

- Read the passage to a partner. Your partner sums up. Switch roles.
- Answer the questions with a partner.

Coral Reefs

Coral reefs are enormous limestone structures that have animals living on them. Animals that live on coral reefs may look like waving fans or flowering plants. Fish of all shapes and sizes also live around coral reefs. There are three major types of coral reef foundations. Read the chart to find out more about coral reefs.

Types of Coral Reef



Fringing Reef



Barrier Reef



Atolls

Where do they exist?

Outward from a shore of an island or mainland. There is no water between the reef and the land.

Offshore, with a channel or lagoon of water between the reef and the shore.

Not connected to a mainland. Typically narrow, horseshoe-shaped with a shallow lagoon.

What animals or plants live on or around this reef?

Trees and plants, worms

Sea anemones

Sea urchins, clams



Use the chart to answer the following questions. Answer in complete sentences.
Read the sentences to a partner.

1. Where do fringing reefs exist?

2. What animals or plants live on or around barrier reefs?

3. What are three types of coral reefs?

4. What animals or plants live on atolls?

5. What type of reef is not connected to a mainland?

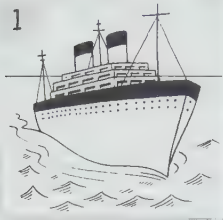
ELD Standard

Read and identify text features, such as the table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written text.

ELA Standard

Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).

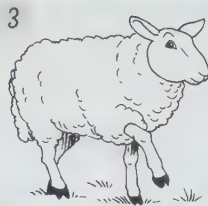
Word Families, Spelling Friends sh_, th_



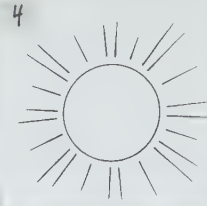
ship



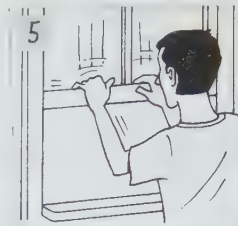
shell



sheep



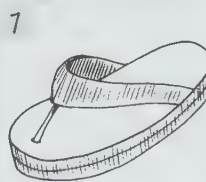
shine



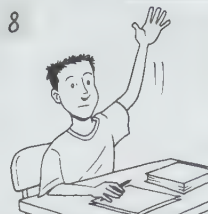
shut



thin



thong



think



threw



thirsty

- Read the words above.
- Discuss the meaning of each word.
- Write the correct word in each sentence.
- Illustrate each sentence.
- Read the sentences to a partner.

1. I found a _____ at
the seashore.

2. The man looks very

He never eats.

ELD Standard

Recognize most common English word parts. Generate the sounds from all letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms) and blend these sounds into recognizable words.

ELA Standard

Combine sounds into recognizable words. Recognize and use knowledge of spelling patterns when reading. Spell basic short vowel, long vowel, r-controlled and consonant-blend patterns correctly.

3. I _____ I know the
answer to the question.

4. Bob is taking a _____
across the ocean.

5. Little Bo Peep has lost her
_____.

6. Carolina is wearing a
_____ on one
foot and a shoe on the other foot.

7. The sun is going to
_____ tomorrow.

8. Please _____
the window. It's cold outside.

9. The pitcher at the baseball game
_____ the ball.

10. I need some water. I'm
_____.

Demonstrating Listening Comprehension



-  Read the passage together. Sum up what the passage is about.
-  Fill in the bubbles for each correct answer.

Rain Forests

- (1) The sky is dark. The air is hot and steamy. A breeze blows through the forest trees. Rain begins to fall on the perpetually-green forest trees and plants. The raindrops create small glistening puddles on the tree leaves. This is a typical day in a rain forest.
- (2) The name “rain forest” describes a forest that grows in wet conditions. Rain forests receive more than 78 inches of precipitation throughout the year. Most rain forests exist in warm, wet climates near the equator. These areas are called the tropics. Many tropical rain forests stay green year-round.
- (3) Scientists believe that some tropical rain forests are over 100 million years old. Today, rain forests cover about 7% of the earth’s surface. This is an area the size of the United States.

ELD Standard

Apply knowledge of content-related vocabulary to discussions and reading. Identify the main idea in a story read aloud using key words and/or phrases.

ELA Standard

Use knowledge of the author's purpose to comprehend informational text. Use appropriate strategies when reading for different purposes.

1. What is this passage mainly about?

- ☐ snow
- ☐ rain
- ☐ leaves
- ☐ rain forests

2. The name "rain forest" describes —

- ☐ forests that grow in the United States
- ☐ forests that grow in Africa
- ☐ forests that grow in wet conditions
- ☐ forests that grow in the desert

3. Rain forests cover —

- ☐ 7% of the earth's surface
- ☐ 8% of the earth's surface
- ☐ 10% of the earth's surface
- ☐ 12% of the earth's surface

4. Most rain forests exist —

- ☐ close to the ocean
- ☐ by a river
- ☐ in the desert
- ☐ in warm, wet climates near the equator —

5. Which words best describe the rain forest?

- ☐ orange leaves
- ☐ short trees
- ☐ perpetually green
- ☐ dry

6. Another good title for this article is —

- ☐ Forests that Grow in Wet Conditions
- ☐ Forests that Grow in the Desert
- ☐ Forest Fires
- ☐ Forest Rules

7. Why was the story written?

- ☐ to persuade us to save the rain forest
- ☐ to explain what a rain forest is
- ☐ to describe rain forests in the United States
- ☐ to narrate what happens in rain forests

8. In Paragraph 1, look for the word perpetually. Perpetual means —

- ☐ always
- ☐ valid
- ☐ forest
- ☐ light

b Writing a Summary**Writing Prompt**

- Write a summary of the passage on rain forests, including the main ideas and significant details.

Before Writing: Complete the main idea mapping chart.

After Writing: Use the writing checklist.

Have a partner use the writing checklist to edit your writing.

Read your summary to a partner.

Paragraph One: Main Idea

Detail

Detail

Detail

Paragraph Two: Main Idea

Detail

Detail

Detail

Paragraph Three: Main Idea

Detail

Detail

Detail

ELD Standard

Write brief narratives and stories using a few standard grammatical forms.

ELA Standard

Write summaries that contain the main idea of the reading selection and the most significant details.

Interpreting Information from Graphs and Charts

Complete the bar graph.

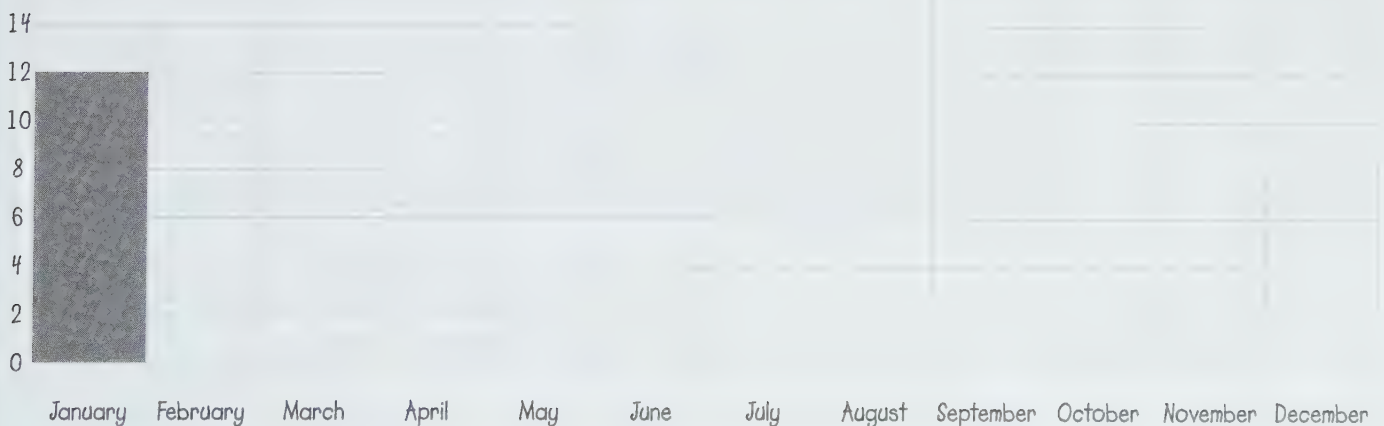
Answer the questions.



Rain in the Amazon Rain Forest

January	12 inches	May	7 inches	September	4 inches
February	10 inches	June	5 inches	October	6 inches
March	14 inches	July	3 inches	November	7 inches
April	6 inches	August	1 inch	December	9 inches

Rain in the Amazon Rain Forest



ELD Standard

Read and identify text features, such as title, table of contents and chapter headings, diagrams, charts, glossaries, and indexes in written text.

ELA Standard

Interpret information from diagrams, charts, and graphs. Use appropriate strategies when reading for different purposes.

Answer the questions in complete sentences using the map, chart and graph.

1. Is there more rain in December or July? _____
2. In which month does the Amazon Rain Forest get the most rain? _____

3. Is the rain heavy or light in August? _____
4. In which month does the Amazon Rain Forest get the least rain? _____

5. Which months have the same amount of rain? _____

6. How many inches does it rain during the month of July? _____

7. Is there more rain in May or August? _____
8. How many inches does it rain during the month of April? _____

9. Is the Amazon Rain Forest found on the continent of North America, South America or Australia? _____
10. Is the Amazon Rain Forest located north or south of the equator? _____

11. To answer Question 2, did you use the chart or the bar graph? Why? _____

Word Families, Spelling Friends ch_, wh_

- Read the words on the right.
- Write the correct sentence next to each picture below.
- Read the sentences to a partner.

<u>ch</u> ip	<u>ch</u> est	<u>w</u> heat
<u>ch</u> unk	<u>ch</u> in	<u>w</u> hip
<u>ch</u> ipmunk	<u>ch</u> ild	<u>w</u> here
<u>ch</u> urn	<u>w</u> hale	<u>w</u> hat
	<u>w</u> hite	

The lady is going to churn the butter.

The policeman has a badge on his chest.

Marcos likes to eat wheat bread.

Where is the bus going?

1



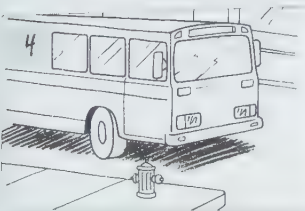
2



3



4



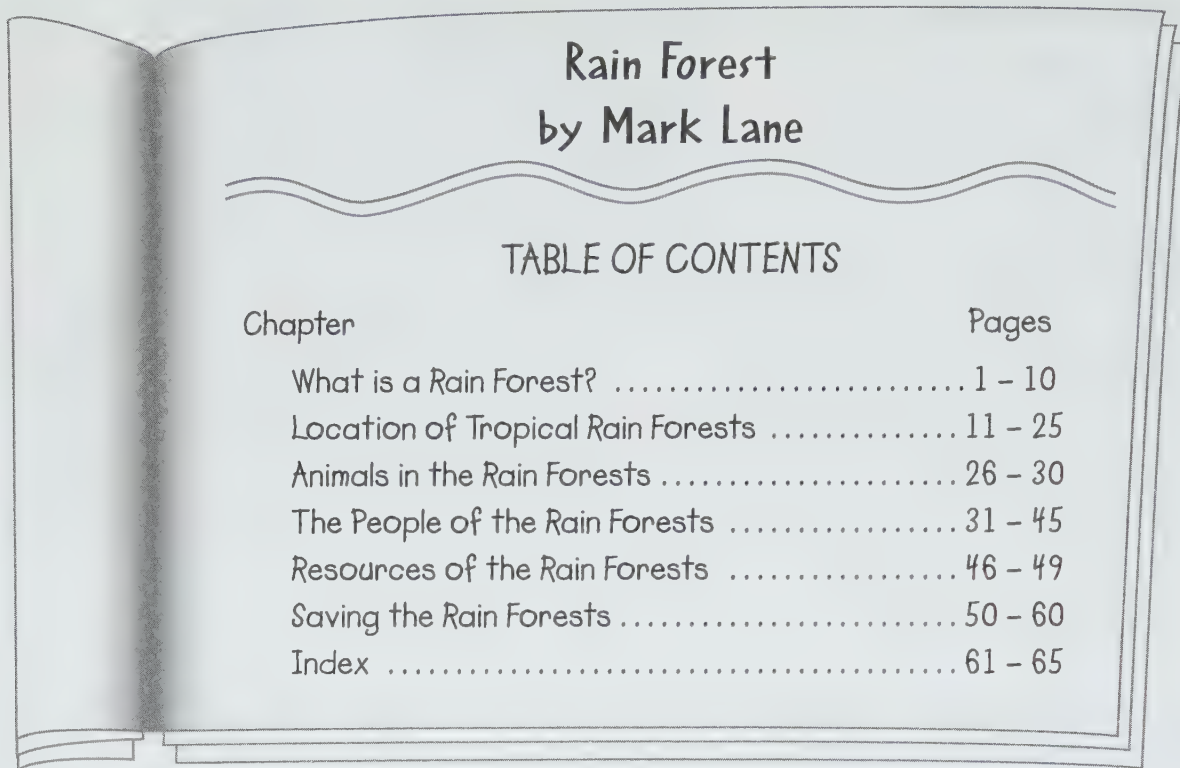
ELD Standard

Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.

ELA Standard

Read common word families. Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.

Using the Table of Contents



1. What pages do you read if you want to find out about people who live in rain forests?
☐ 1 - 10
☐ 26 - 30
☐ 61 - 65
☐ 31 - 45
2. What can you find out about in the chapter that starts on page 50?
☐ about animals in the rain forests
☐ about saving the rain forests
☐ about tropical rain forests
☐ about the location of rain forests
3. What is the best chapter to use to quickly look up information?
☐ Saving the Rain Forests
☐ Animals in the Rain Forests
☐ Index
☐ What is a Rain Forest
4. An index is —
☐ the total number of trees
☐ the title of the chapter
☐ the number of pages in a chapter
☐ a list of everything in the book

ELD Standard

Point out text features such as title, table of contents, and chapter headings.

ELA Standard

Locate information in reference texts by using organizational features.

- 
- Find a book in your classroom.

Write the titles of the first five chapters on the Table of Contents below.

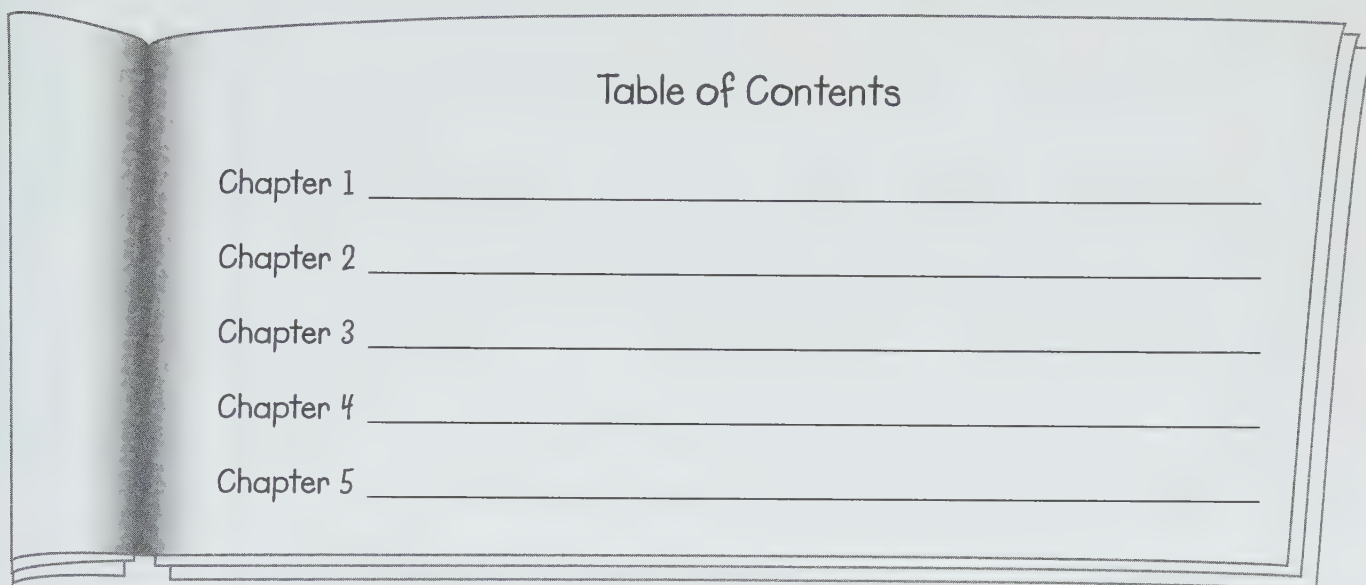


Table of Contents	
Chapter 1	_____
Chapter 2	_____
Chapter 3	_____
Chapter 4	_____
Chapter 5	_____

Commas in Dates and Place Names

- ✓ Use a comma between the day and the month and in dates.

It's Monday, April 25. My birthday is on May 24, 1997.

- ✓ Use a comma between the names of cities and states as well as regions and countries.

Portland, Oregon Castille, Spain

- ✓ Begin the names of cities, states, countries and continents with capital letters.
-

- Place the commas where they are needed. Rewrite the sentences correctly.

1. I am going to the rain forest on April 25 2006. _____

2. The children began a *Save the Forest* project on November 5 1980. _____

3. I am going to take a plane to the rain forests on Monday April 19. _____

4. The rain forest is in Juneau Alaska. _____

5. The rain forest is in the Amazon Brazil. _____

6. Do you want to take a plane to visit a rain forest on Friday May 30? _____

7. Dora and Mike are going to the *Save the Rain Forest Walk* on Tuesday August 6. _____

ELD Standard

Use a period at the end of a sentence, and use some commas appropriately.

ELA Standard

Use commas in dates, locations, and addresses and for items in a series.

Answer the following questions using full sentences.
Be sure to use commas where they are needed.

1. Write the city and state where you were born. _____

2. Write the city and state where your grandparents live. _____

3. Write today's day and the date. _____

4. Write the day and the date of your birthday. _____

5. Write the name of the city and the state you live in. _____

Demonstrating Comprehension

Animals in the Rain Forest

Don is a forest ranger in a national park. Today he is visiting the rain forest. Don sees many different types of animals in the rain forest. He sees *mammals*, including chimpanzees, tigers, jaguars, apes, sun bears and bats. He also sees birds with colorful feathers, including toucans, hummingbirds and parrots. As he walks through the rain forest, Don notices reptiles such as chameleons, snakes and amphibians, including frogs and bullfrogs.

burred leaf frog

arrow frog

tiger snake

parrot

toucan

bat

chimpanzee

eagle

jaguar

chameleon

bullfrog

sun bear

hummingbird

ELD Standard

Apply knowledge of content-related vocabulary to discussions and reading. Create simple sentences or phrases.

ELA Standard

Classify grade-appropriate categories of words. Use single and compound sentences in writing and speaking.

- Categorize the rain forest animals in the correct group.

Draw a picture and write a sentence about one animal that lives in the rain forest.

Mammals			
Birds			
Reptiles			
Amphibians			

Pronouns

Use of Pronouns to Take the Place of Nouns

Maria lives in the rain forest.

She lives in the rain forest.

Bob lives in the rain forest.

He lives in the rain forest.

Bob and I live in the rain forest.

We live in the rain forest.

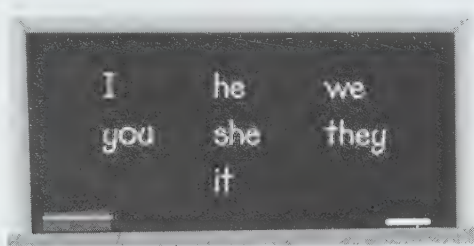
Bob and Maria live in the rain forest.

They live in the rain forest.

 Draw a line under the pronouns.

1. He lives in the rain forest.
2. It is a monkey.
3. Where is she going?
4. We are going to visit the rain forest.
5. They are brothers.

 In each sentence, replace the noun with a pronoun using the words on the chalkboard.
Rewrite the sentences using the pronouns.



1. Tall trees grow in the emergent layer of the rain forest. _____

2. Mrs. Marshall likes to eat the nuts and berries that grow in the rain forest. _____

ELD Standard

Write an increasing number of words and simple sentences appropriate for language arts and other content areas.

ELA Standard

Use simple and compound sentences in writing and speaking.

- 
3. Mike watches the orangutan play in the sun. _____

 4. Flowers grow under the canopy. _____

 5. Tigers are part of the cat family. _____

 6. Kiwi spends the day asleep under the undergrowth on the forest floor. _____

 7. A sun bear is a very small bear that likes honey. _____

 8. Can you see the rosewood tree? _____
 9. Some people in the rain forest live in huts. _____

 10. Paul and Pamela build furniture made of teak. _____

 11. Cindy sees a pink-toed tarantula in the rain forest. _____

 12. Peter and I want to sail a boat on the Amazon River. _____

Demonstrative Pronouns

Demonstrative Pronouns

This is used with one thing.

This is an umbrella.

These is used with more than one.

These are umbrellas.

 Write either This or These in each sentence.

1. _____ is the rain forest's green umbrella.
2. _____ are the birds that live in the rain forest.
3. _____ are the monkeys that swing on the vines from tree to tree.
4. _____ are the flying squirrels that make their home in the canopy layer.
5. _____ is the orchid that grows in the shade of the canopy.
6. _____ are the leaves and branches that form a roof or canopy above the forest.
7. _____ is the canopy where there is plenty of food and light.
8. _____ are the trees that grow in the rain forest.
9. _____ are tropical rain forests.
10. _____ are the plants that can be made into medicine.
11. _____ is the snake that lives in the rain forest.
12. _____ are the nocturnal animals that make their homes in the rain forest.

ELD Standard

Write an increasing number of words and simple sentences appropriate for language arts and other content areas.

ELA Standard

Use simple and compound sentences in writing and speaking.

b Word Families, Spelling Friends _ar, _arm

- Read the words on the notepad. Circle the nouns.

far	bar	star	arm	farm	alarm
jar	car	scar	harm	charm	

- Fill out the chart.

- Read the sentences to a partner.

Word	Noun or Verb	Sentence
jar		
car		
star		
scar		
arm		
harm		
farm		
charm		
alarm		

ELD Standard

Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud. Use correct parts of speech.

ELA Standard

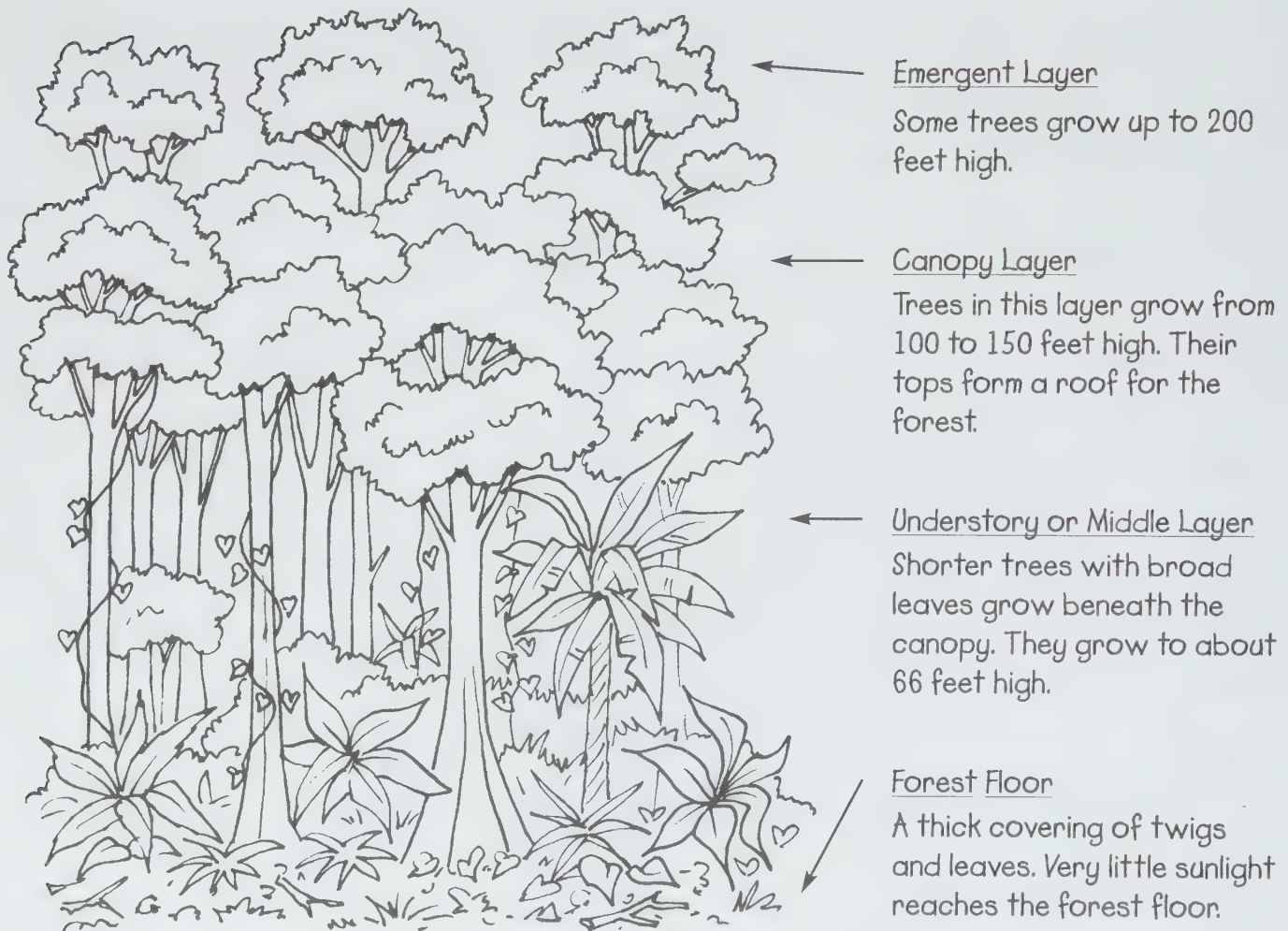
Read common word families. Spell basic short-vowel, long-vowel, *r*-controlled, and consonant-blend patterns correctly. Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

Interpreting Diagrams

The Tropical Rain Forest

The tropical rain forest is an area of densely packed trees and plants that lies near the equator. Tropical rain forests have all kinds of vegetation, from trees and vines to shrubs and brightly-colored flowers.

A tropical rain forest has layers of vegetation.



ELD Standard

Read and identify text features, such as title, table of contents and chapter headings, diagrams, charts, glossaries, and indexes in written text.

ELA Standard

Interpret information from diagrams, charts, and graphs. Use appropriate strategies when reading for different purposes.



Answer these questions using complete sentences by looking at the diagram.
Read your answers to a partner.

1. Where do you find a thick covering of twigs and leaves? _____

2. How tall do trees grow in the canopy layer? _____
3. Where do shorter trees grow? _____
4. How tall do some trees grow in the emergent layer? _____

5. What layer has treetops that form a roof or canopy? _____

6. How tall do trees in the understory or middle layer grow? _____

b Regular and Irregular Plurals

- Identify and underline the plural noun in each sentence.

Singular	Plural
_____	_____
baby	babies

1. The family next door had three babies.
2. There were many canopies in the rain forest.
3. My uncle had six ponies on his farm.
4. Long ago, people rode in buggies.
5. The dog had seven puppies.

- Write the plural form of each singular noun.

Singular	Plural
_____	_____
canopy	canopies
boy	boys

- | | |
|-----------------|----------------|
| 1. bunny _____ | 6. day _____ |
| 2. pony _____ | 7. story _____ |
| 3. city _____ | 8. toy _____ |
| 4. monkey _____ | 9. tray _____ |
| 5. body _____ | 10. ray _____ |

ELD Standard

Spell correctly words that have blends, contractions, compounds, orthographic patterns, and common homophones.

ELA Standard

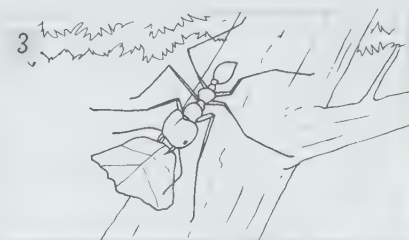
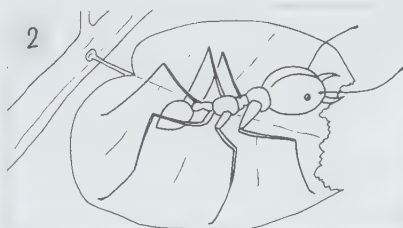
Identify and correctly use regular plurals and irregular plurals.

Demonstrating Listening Comprehension

Writing a Narrative

Leaf-Cutter Ant

Have you ever seen a leaf-cutter ant? South American leaf-cutter ants live in underground nests on the forest floor. A colony of these insects contains worker ants, soldier ants and a queen. The worker ants travel from the forest floor to nearby trees. They climb the trees and walk out onto a leaf. They cut the leaf into pieces with their jaw. The ants carry the pieces of leaf back to the nest. Other ants in the nest chew the leaf into smaller pieces. The leaves are not used for food. The ants spit the leaves out. When the chewed leaves decay, they are used as compost to grow special fungi that will feed the entire ant colony.



- Using the three pictures, write a story about what the leaf-cutter ant does to get food. Read your story to a partner.

ELD Standard

Write brief narratives and stories using a few standard grammatical forms.

ELA Standard

Write narratives. Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.

Word Families, Spelling Friends _eigh, _eight



- Read the words on the chalkboard. Discuss whether the words are nouns or verbs.
- Fill in the chart.
- Read the sentences to a partner.

Word	Noun or Verb	Sentence
weigh		
sleigh		
neighbor		
freight		
weight		
eight		

ELD Standard

Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.
Use correct parts of speech.

ELA Standard

Read common word families. Spell basic short-vowel, long-vowel, *r*-controlled, and consonant-blend patterns correctly.
Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

 Demonstrating Comprehension

People of the Rain Forest

Kebe, Alita and their family live in the rain forest. They are part of a population of people who live in the rain forest like their ancestors. Kebe and Alita travel with their parents to look for a place in the forest to build a new camp.

Kebe and Alita’s father finds a spot for a camp in a clearing near a small stream. He uses the branches from trees to build a hut. Kebe and Alita’s mother helps their father. She bends the tree branches and weaves them into a dome-shaped frame. She covers the frame with big leaves.

In the morning, Kebe goes hunting with his father. They hunt antelopes. Kebe’s father hits the antelope with an arrow that flies from his bow. They cut up the antelope and place the meat on leaves.

Alita and her mother gather nuts, berries, mushrooms, herbs and roots in a basket.

When Kebe and his father come home, Alita and her mother have a big pot of water boiling over the fire. Kebe’s father adds the antelope meat to the cookpot of vegetables. After the meat is cooked, the family eats and chats around the fire. Some of the forest people play instruments.

1. Where does this story take place?

☐ in a village

☐ at the ocean

☐ in a rain forest

☐ in a desert
2. This is a story about —

☐ desert people

☐ forest people

☐ ranchers

☐ slash and burn farming

3. What do Kebe's and Alita's mother and father use to make a hut?

- ☐ cement and wood
- ☐ clay and stones
- ☐ branches from trees
- ☐ adobe

4. These boxes show some things that happened in the story.

1
Kebe and his
father go hunting.

2

3
The family eats and
chats around the fire.

Which sentence belongs in box #2?

- ☐ Kebe's and Alita's mother and father build a hut.
- ☐ Alita and her mother gather nuts and berries.
- ☐ Alita's mother bends the branches.
- ☐ Alita's mother puts leaves over the branches.

• Make a Story Map.

Characters	Setting	Event	Event

b Narrative Writing

✓ Narrative writing tells a story. A story has characters, a setting and a plot.

Writing Prompt

- ✱ Complete a story map on the People of the Rain Forest. Write a summary of the story.

Before Writing: Complete the story map.

After Writing: Use the writing checklist at the back of this book.

Read your story to a partner.

Story Map

Story Title

Characters in the Story

**Story Events**

What happened first?

What happened next?

What happened later?

How does the story end?

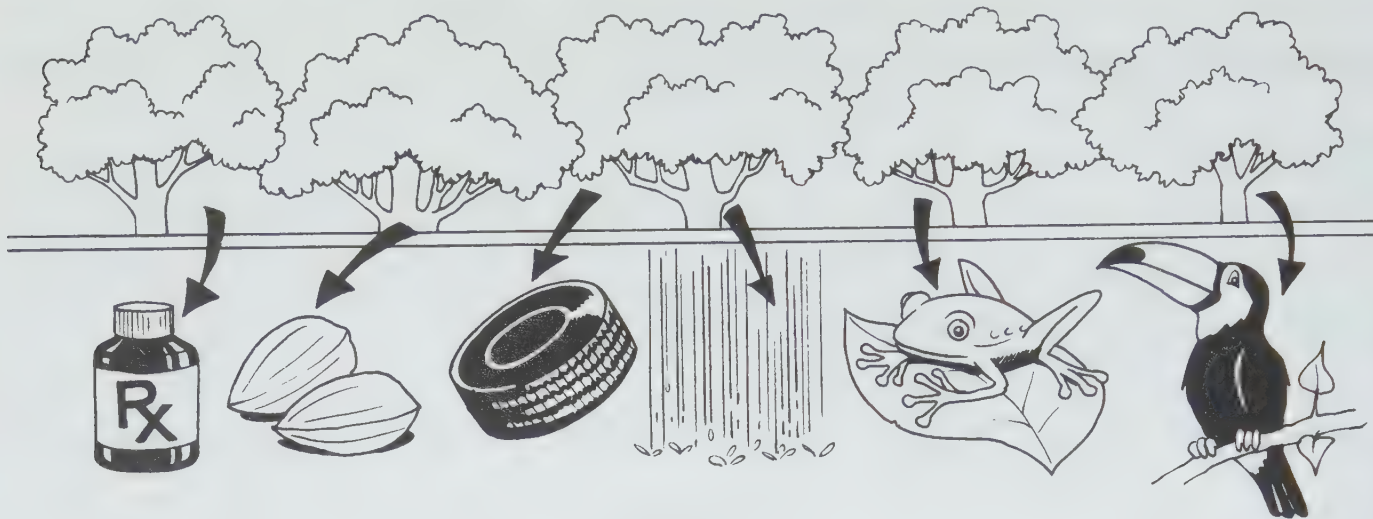
ELD Standard

Write brief narratives and stories using a few standard grammatical forms.

ELA Standard

Write narratives. Write summaries that contain the main idea of the reading selection and the most significant details.
Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.

Writing a Summary



Rain Forest Preservation

It is important to save the rain forests. Many of these forests are being cut down for wood. The wood is burned to make room for crops and cattle pastures.

There are many reasons to preserve our rain forests. Many medicines come from tropical rain forests. Rain forests provide foods like fruit, spices and Brazil nuts. Rain forests also provide useful substances like rubber for tires and wax for candles.

Tropical rain forests influence the earth's climate through the recycling of water. When trees are cut down, less rain falls in that area.

Tropical rain forests are the home to a great variety of plants, trees and animal life. When a rain forest is destroyed, animals lose their homes. Many birds live in the tropical rain forests. Some of these birds are becoming rare because their homes are disappearing in rain forests.

Perhaps the most important reason for saving or preserving our rain forests is that once the rain forests are destroyed, they can never be recreated.

ELD Standard

Write brief narratives and stories using a few standard grammatical forms.

ELA Standard

Write narratives. Write summaries that contain the main idea of the reading selection and the most significant details. Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.

Writing Prompt

- Write a summary of the passage on rain forests, including the main ideas and significant details.

Before Writing: Complete the main idea mapping chart.

After Writing: Use the writing checklist at the back of the book.

Have a partner use the writing checklist to edit your writing.

Read your summary to a partner.

Paragraph 1: Main Idea

Detail

Detail

Detail

Paragraph 2: Main Idea

Detail

Detail

Detail

Paragraph 3: Main Idea

Detail

Detail

Detail

Paragraph 4: Main Idea

Detail

Detail

Detail

Paragraph 5: Main Idea

Detail

Detail

Detail

Interpreting Information from Charts

Fact: Each minute, 48 acres of rain forest are destroyed.



	Number of Acres
Destruction of Rain Forest 5 minutes	
Destruction of Rain Forest 10 minutes	
Destruction of Rain Forest 30 minutes	
Destruction of Rain Forest 1 hour	
Destruction of Rain Forest 1 day	

Answer the questions in complete sentences using the information from the chart.

1. How many acres of the rain forest are destroyed in one minute? _____

2. How many acres of the rain forest are destroyed in five minutes? _____

3. How many acres of the rain forest are destroyed in 30 minutes? _____

4. How many acres of the rain forest are destroyed in one hour? _____

5. How many acres of the rain forest are destroyed in one day? _____

ELD Standard

Read and identify text features, such as title, table of contents and chapter headings, diagrams, charts, glossaries, and indexes in written text.

ELA Standard

Interpret information from diagrams, charts, and graphs.

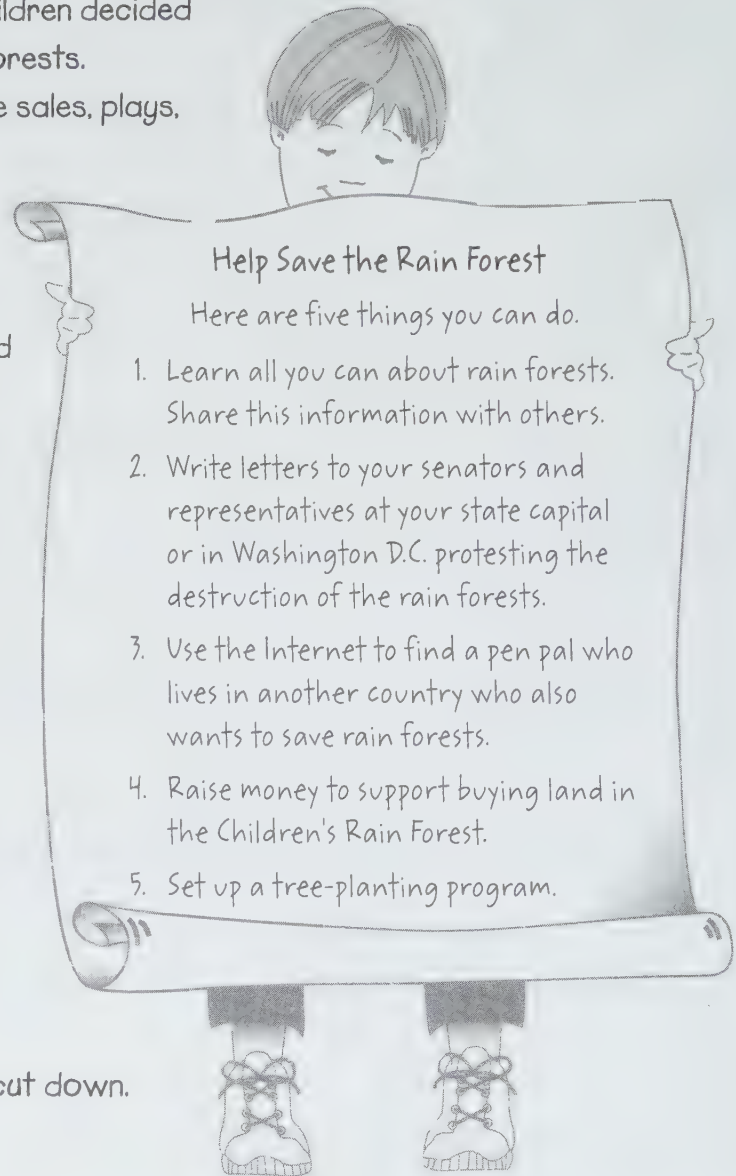
Demonstrating Comprehension

Children Save Rain Forests

During the 1980s a group of school children in Sweden became concerned about the disappearing rain forests around the world. The children were concerned that plants and animals were losing their homes. They wanted to help save the rain forests. The children decided to raise money to save the rain forests.

They raised money by having bake sales, plays, car washes and other fundraisers. They collected about \$100,000. The children bought 25 acres of rain forest land with the money. They created a Children's Rain Forest. Because the children owned the land, the trees were not to be cut down. They were to be preserved.

Children in other countries wanted to help save endangered rain forests, too. The Children's Rain Forest U.S.A. was founded to give American children a way to help. American children also bought land. Currently, over 45,000 acres of land in rain forests is part of the Children's Rain Forest. The trees on the Children's Rain Forest cannot be cut down. They are to be preserved.



Help Save the Rain Forest

Here are five things you can do.

1. Learn all you can about rain forests. Share this information with others.
2. Write letters to your senators and representatives at your state capital or in Washington D.C. protesting the destruction of the rain forests.
3. Use the Internet to find a pen pal who lives in another country who also wants to save rain forests.
4. Raise money to support buying land in the Children's Rain Forest.
5. Set up a tree-planting program.

ELD Standard

Generate and respond to comprehension questions related to the text. Describe main ideas and supporting details of a text.

ELA Standard

Use appropriate strategies when reading for different purposes. Distinguish the main ideas and supporting details in expository text.

1. The children in Sweden wanted to —

- ☐ find lost animals
- ☐ help save the rain forests
- ☐ help sick children
- ☐ buy trees to plant

2. The children collected —

- ☐ \$100,000
- ☐ \$500,000
- ☐ \$25,000
- ☐ \$50,000

3. The children raised money by having all these fundraisers, except —

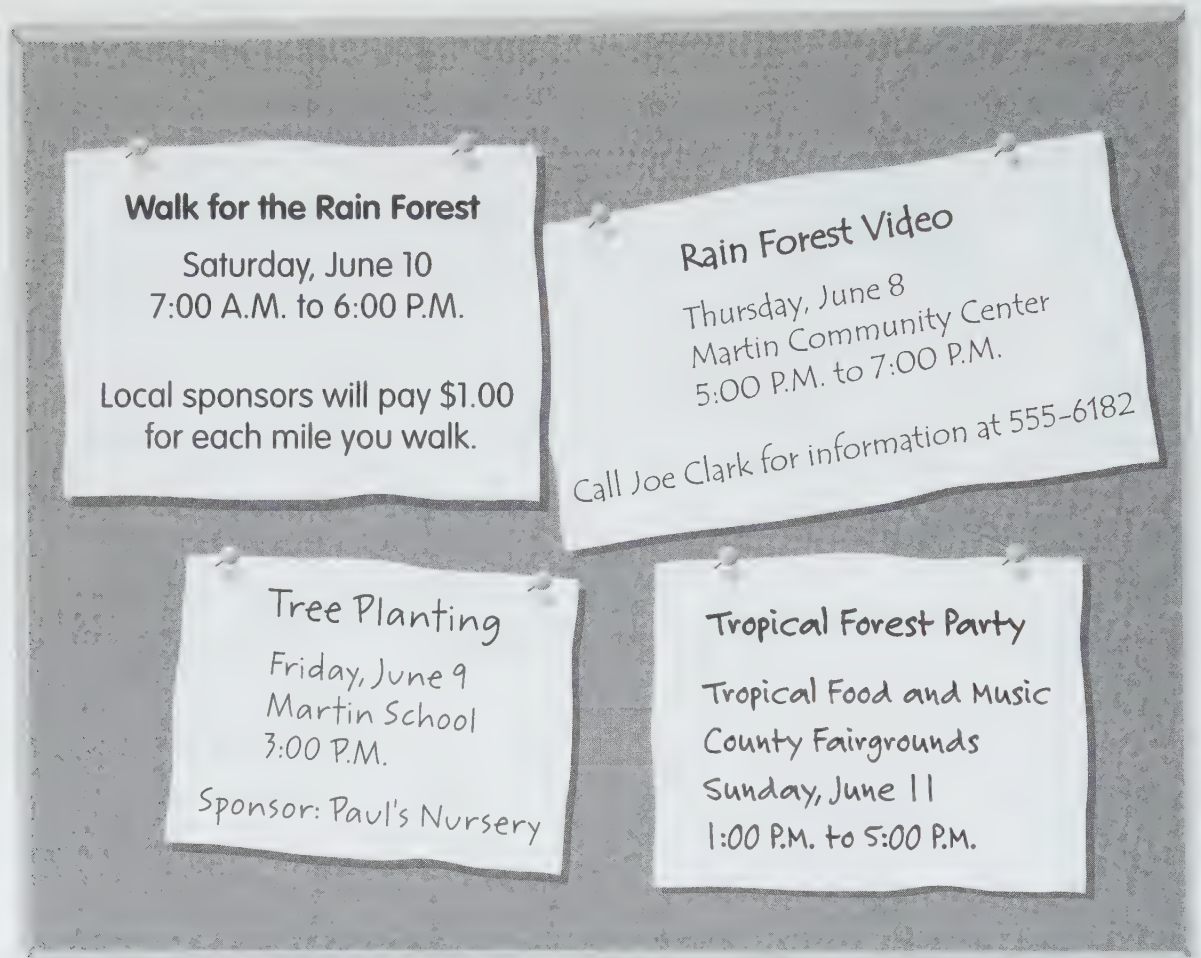
- ☐ carnivals
- ☐ bake sales
- ☐ car washes
- ☐ plays

4. Write one thing you'd like to do to save the rain forest.

5. Make a poster on a separate sheet of paper.

b Demonstrating Comprehension

SAVE THE RAIN FOREST EVENTS



1. Which event will happen first?

- ☐ Tree Planting
- ☐ Tropical Forest Party
- ☐ Rain Forest Video
- ☐ Walk for the Rain Forest

2. Where did these notices probably appear?

- ☐ a fashion magazine
- ☐ a history book
- ☐ a website for Save the Rain Forests
- ☐ a telephone book

ELD Standard

Generate and respond to comprehension questions related to the text. Describe main ideas and supporting details of a text.

ELA Standard

Use appropriate strategies when reading for different purposes. Distinguish the main ideas and supporting details in expository text.

3. Who can you call if you want to find out more information about the Rain Forest Video?

- ☐ Joe Clark
- ☐ Joe Jones
- ☐ Paul Cato
- ☐ a local sponsor

4. Which is not a Save the Rain Forest event?

- ☐ Walk for the Rain Forest
- ☐ Tree-Planting
- ☐ Rain Forest Video
- ☐ Rain Forest Poster Contest

5. Who is the sponsor for the tree planting?

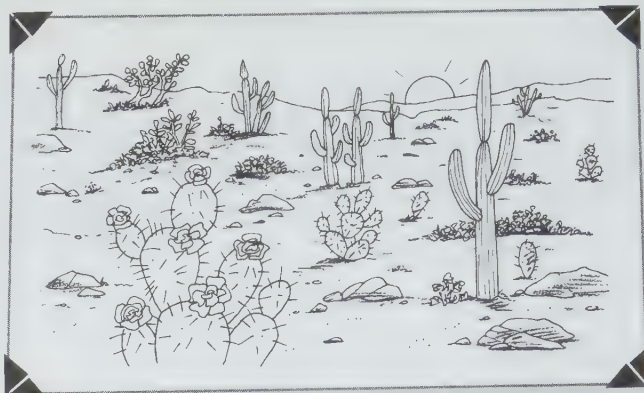
- ☐ Polly's Restaurant
- ☐ Sam Nito
- ☐ Joe Clark
- ☐ Paul's Nursery

6. These events are for —

- ☐ giving directions
- ☐ saving the rain forests
- ☐ saving money
- ☐ learning how to plant a tree

■ Asking and Answering *Wh* Questions

- Read the letter to a partner. Your partner retells what Carlos says in the letter.
- Ask and answer the questions with a partner.
- Answer the questions in complete sentences.



Dear Carlos,

May 7, 2001

It is 6:00 in the early morning on May 7. The sun is beginning to come up as my family and I drive across the Sonora Desert, in the southwestern part of the United States. The Sonora Desert covers part of Arizona and California. It also covers part of Mexico. We are driving through the Sonora Desert in Arizona. As I look out the window of our van, all I can see is sand and flowering cactus plants, both behind us and ahead of us. The desert appears almost empty, except for a few insects buzzing their way in search of pollen and nectar from the colorful desert flowers.

Dad stops the van so we can take a picture of the sunrise over the desert. I get out of the van. I feel the dry sand beneath my feet. It does feel like the wet beach sand. The desert sand is very dry. The sand is made up of many small stones. Dad says that when the wind blows, the dry sand can create a sandstorm. Dad explains that the whirling sand can be so thick that you can't see more than a few paces ahead.

We get back into the van. Dad turns on the air conditioner in the van. It is already getting hot. The temperature in the Sonora Desert can reach over 100 degrees Fahrenheit in May. The Sonora Desert gets little rain. I don't see water anywhere. The Sonora Desert, like other deserts, is a place that gets less than ten inches of rain each year.

I hope you are well.

Your friend,

Mike

- 
1. Who is writing the letter? _____
 2. What desert is Mike going through with his family? _____

 3. Where is the Sonora Desert? _____

 4. What does Mike see as he looks out the window of the van? _____

 5. What are the desert insects doing? _____

 6. What is the difference between beach sand and desert sand? _____

 7. Why does Dad turn on the air conditioner? _____

 8. What is the temperature of the Sonora desert in May? _____

 9. What is the amount of rain that deserts get each year? _____

 10. What is the difference between a desert and a beach? _____

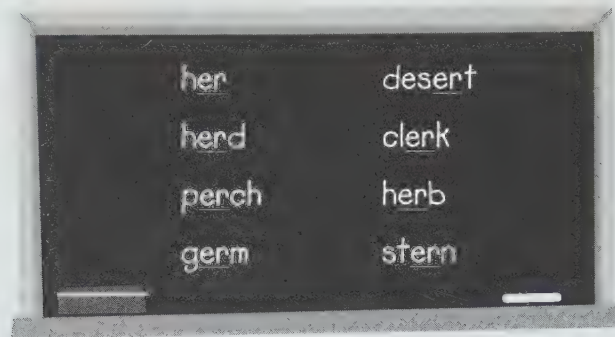
ELD Standard

Ask and answer questions using phrases and simple sentences. Identify relationships between written text and their own experience using simple sentences.

ELA Standard

Ask questions and support answers by connecting information found in and inferred from the text. Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.

Word Families, Spelling Friends _er, _er_



- Read the words on the chalkboard.
- Fill in the chart.
- Read the sentences to a partner.

Word	Noun or Verb	Sentence
her <u>d</u>		
per <u>ch</u>		
ger <u>m</u>		
deser <u>t</u>		
cler <u>k</u>		
her <u>b</u>		
ster <u>n</u>		

ELD Standard

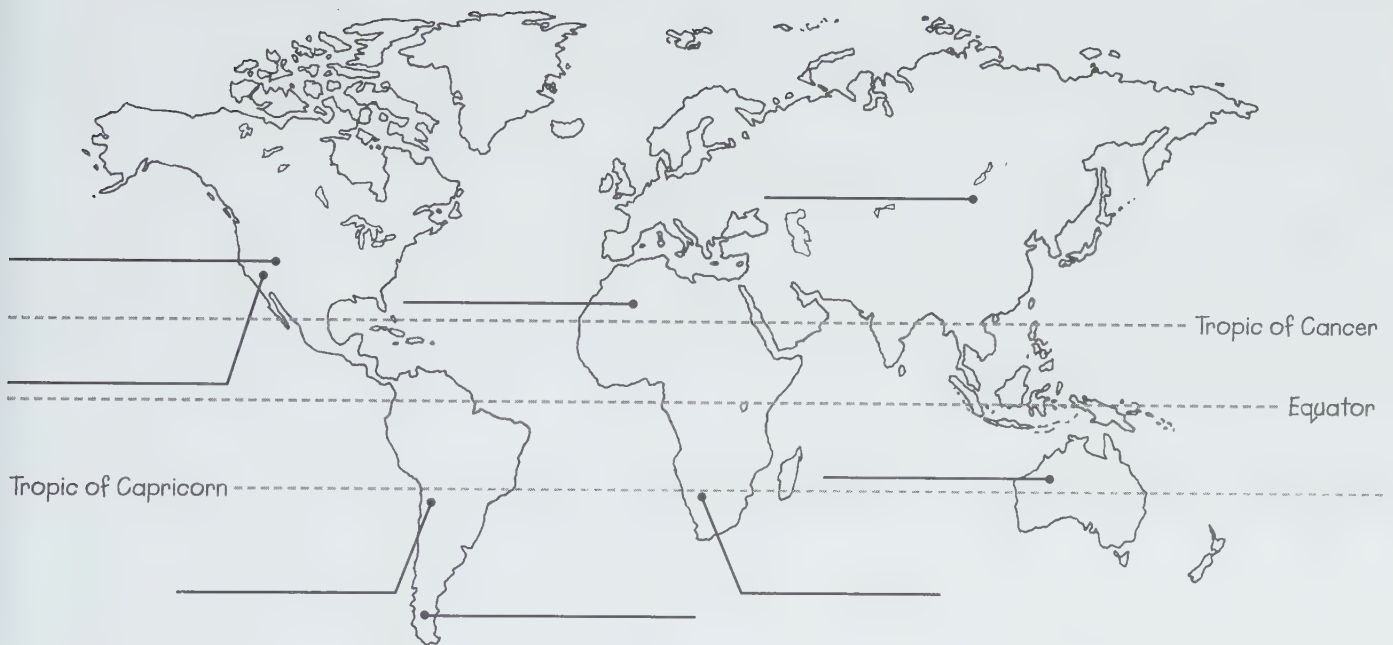
Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud. Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms. Use correct parts of speech.

ELA Standard

Read common word families. Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly. Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

Capitalization

- Look at the map of the deserts of the world.
- Write the desert on the line next to its location.
- On page 154, write the sentences over correctly, capitalizing the names of continents and geographical locations.
- Underline the capital letters.
- Read the sentences to a partner.

**ELD Standard**

Use capital letters to begin sentences and proper nouns.

ELA Standard

Capitalize geographical names, holidays, historical events, and special events correctly.

✓ Begin the names of continents with a capital letter. *This is the continent of Asia.*

✓ Begin geographical locations with a capital letter. *This is the Sahara Desert.*

✓ Example:

The peruvian desert is in south america. → The Peruvian Desert is in South America.

1. The sahara desert is in africa. _____

2. The great basin desert is located north of the tropic of cancer. _____

3. The atacama desert is located near the tropic of capricorn. _____

4. The gobi desert is in asia. _____

5. The namib desert is south of the equator. _____

6. The mohave desert is in north america. _____

7. The great sandy desert is in australia. _____

8. The patagonian desert is in south america. _____

Identifying the Main Idea of a Picture

- Read the sentences to a partner.
- Choose the correct sentence that tells the main idea of the picture.
- Draw a line under the main idea.

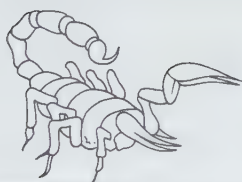
✓ The main idea tells what the picture is all about.



Poisonous snakes live in the Gobi Desert.

Rabbits live in the Gobi Desert.

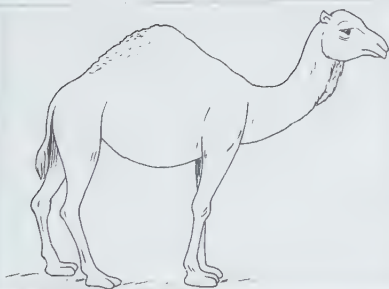
Gila monsters live in the Gobi Desert.



Cows and other animals live in the desert.

Scorpions and other small animals live on the desert floor.

Coyotes and other animals live in the desert.



Horses cross the Arabian Desert.

Dogs cross the Arabian Desert.

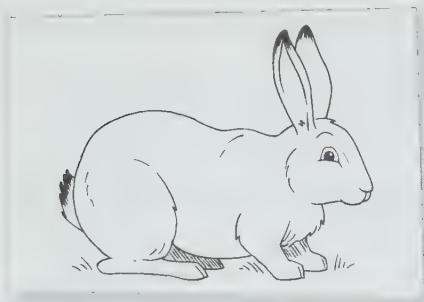
Camels cross the Arabian Desert.

ELD Standard

Identify the main idea in a story read aloud using key words and/or phrases.

ELA Standard

Distinguish the main idea and supporting details in expository text.



Roadrunners live in some American deserts.

Elf owls live in some American deserts.

Cottontail rabbits live in some American deserts.



Wolves are hunters in the desert.

Kangaroo rats are hunters in the desert.

Tortoises are hunters in the desert.



Lizards live in the Peruvian Desert.

Nocturnal cats live in the Peruvian Desert.

Fish live in the Peruvian Desert.

Imperative and Exclamatory Sentences

- Read the recipe for making nopales.
- Identify the imperative and exclamatory sentences.
- Read the sentences to a partner.

- ✓ An imperative sentence is used to give a command. Use a period at the end of an imperative sentence. *Cook the nopales.*
- ✓ An exclamatory sentence can show strong feelings. Use an exclamation mark at the end of an exclamatory sentence. *Wow, it's hot!*

Nopales

Nopales are a popular dish in many Mexican homes. Nopales are made from prickly pear cactus leaves. Mexican families eat nopales with eggs. They scramble the eggs with nopales. Mexican families also eat nopales with vegetables or as a side dish to any dinner. Nopales release a sticky substance when cooked.

ELD Standard

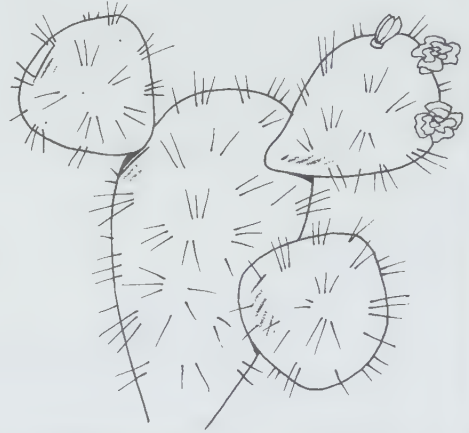
Use a period at the end of a sentence. Use capital letters to begin sentences.

ELA Standard

Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking. Identify and use regular and irregular verbs in writing and speaking.

Recipe for Nopales

1. Ouch, the cactus spines hurt!
2. Put on gloves.
3. Take off the spines and stems from the cactus with a vegetable peeler.
4. Slice the cactus.
5. Put the cactus slices in a pot of water.
6. Boil the cactus for 15-20 minutes.
7. Quick, the water is boiling over!
8. Turn the heat down.
9. Take the nopales out of the water.
10. Put the nopales on a plate.
11. Wow! These nopales are delicious!



- Write two sentences that tell how to cook nopales.
Put a period at the end of your sentences.
-
-

- Write two sentences about cooking that show feeling.
Put an exclamation point at the end of your sentences.
-
-

a Identifying the Main Idea

- Read each story to a partner. Your partner *sums up* the main idea. Switch roles.
- Fill in the bubble for the sentence that tells the main idea.
- Write a sentence to tell what the story is mainly about.

- The main idea of a story tells what the story is about.

Desert People

The San, called the Bushmen by the Dutch, are a group of people who live in the Kalahari Desert in southern Africa. Bushmen survive by eating plants and insects. They hunt wild game. They eat goats, sheep and camels for food. The San don't drink often. They get most of their water from plant roots and melons found on the desert floor.



This main idea of this story is —

- ☐ The Kalahari Desert is in southern Africa.
- ☐ The San people eat plants, hunt game and don't drink often.
- ☐ Insects live in the desert.

- Write a sentence that tells what this story is mainly about.

ELD Standard

Identify the main idea in a story read aloud using key words and/or phrases.

ELA Standard

Distinguish the main idea and supporting details in expository text.

The Turban

Nomads and other desert people wear turbans. A turban is not a hat. It is a very long piece of cloth that desert people wrap around their heads. A turban helps to keep desert sand and dirt out of the eyes, nose and mouth.

The main idea of this story is —

- ☐ Nomads like to move from place to place.
- ☐ The turban is a long piece of cloth to keep the desert sand out of the eyes, noses and mouths of desert people.
- ☐ Nomads and other desert people ride camels.

Write a sentence that tells what this story is mainly about.



Tents

Many desert nomads live in a tent. The tent is put up by the nomad. Nomads use the tent for a home. Nomads travel from place to place in the desert. The nomads take down the tent when they are ready to move. Camels carry the tents to the next place.

The main idea of this story is —

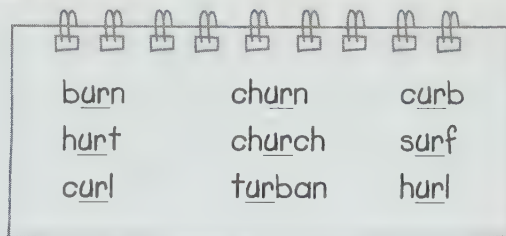
- ☐ Nomads live in a tent.
- ☐ Nomads have sheep that graze on grass.
- ☐ Nomads eat camels.

Write a sentence that tells what this story is mainly about.



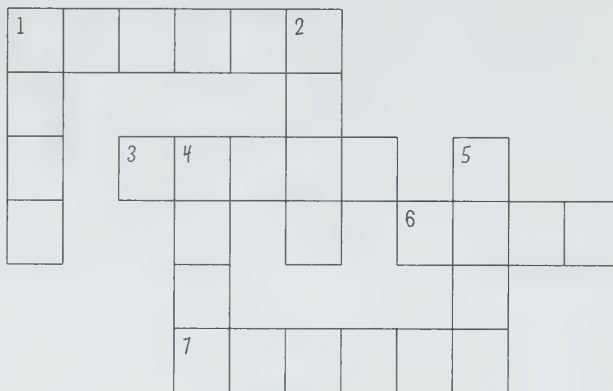
Word Families, Spelling Friend _ur_

- Read the words in the note pad to a partner.
- Read the sentences to a partner.
- Complete the crossword puzzle.
- Then answer the question at the bottom of the page.



ACROSS

- Mike goes to _____ on Sunday.
- Mom, Dad, and I are going to _____ the butter.
- Please park your car next to the _____.
- A nomad wears a _____ on his head.



DOWN

- She has a _____ in her hair.
- The man is going to _____ the football.
- The shot that the doctor gave Maria _____.
- The food on the stove is going to _____.



Which word from the box was not in the crossword puzzle? Here's a clue:

The boy is going to take his surfboard and _____.

ELD Standard

Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud. Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms. Use correct parts of speech.

ELA Standard

Read common word families. Spell basic short-vowel, long-vowel, *r*-controlled, and consonant-blend patterns correctly. Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

Writing in Sequence

- ▮ Look at the pictures below. The pictures tell a story.
- ▮ Write a story in order, using the words *first*, *next* and *last*.
- ▮ Read the story to a partner. Your partner retells the story. Switch roles.

1



First

2



Next

3



Last

nomad
packs

rides
tent

camel
takes

down
puts up

ELD Standard

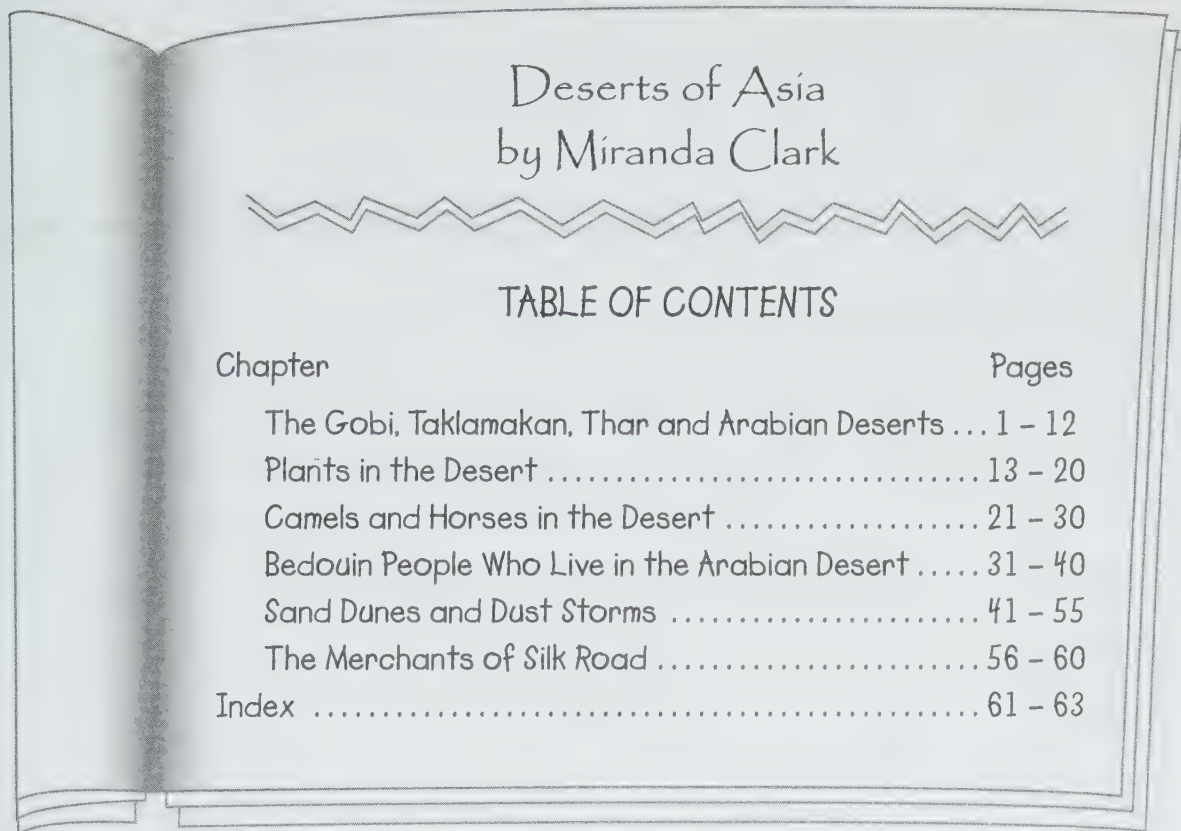
Narrate a sequence of events with some detail.

ELA Standard

Write narratives.

Using the Table of Contents

-  Read the Table of Contents of the book on Deserts.
-  Answer the questions with a partner.



- | | |
|--|--|
| <p>1. What pages can you read to find out more about which deserts are located in Asia?</p> <p>☐ pages 61 – 63</p> <p>☐ pages 1 – 12</p> <p>☐ pages 21 – 30</p> <p>☐ pages 41 – 55</p> | <p>2. What can you find out from the chapter pages 21 – 30?</p> <p>☐ all about the desert</p> <p>☐ all about plants in the desert</p> <p>☐ all about camels and horses in the desert</p> <p>☐ all about Bedouin people in the desert</p> |
|--|--|

ELD Standard

Point out text features, such as title, table of contents, and chapter headings.

ELA Standard

Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in the text.

3. What is the best place to look up information quickly?

- ☐ the index
- ☐ the chapter on Plants in the Desert?
- ☐ the chapter on Sand Dunes and Dust Storms
- ☐ the chapter on the Merchants of Silk Road

4. An index is —

- ☐ the total number of pages
- ☐ a list of everything in the book
- ☐ the title of the book
- ☐ the author of the book

■ Write the Table of Contents for a book in your classroom.

Table of Contents	
Chapter 1	_____
Chapter 2	_____
Chapter 3	_____
Chapter 4	_____
Chapter 5	_____
Chapter 6	_____

Identifying Verbs

- ✓ A verb is an action word.
- ✓ An action word tells what someone or something does.
- ✓ The words blows and sleeps are verbs.

- Underline the verb in each sentence.
- Read the sentences to a partner.

1. The wind blows in the desert.
2. The Aborigines live in the Great Victoria Desert.
3. The Aborigines hunt with a boomerang.
4. The people build huts in the Gibson Desert.
5. The kangaroo hops on the continent of Australia.



- Write a sentence, using each of the verbs in the note pad.
Use a period at the end of each sentence.

1. _____
2. _____
3. _____
4. _____
5. _____

ELD Standard

Use correct parts of speech, including correct subject/verb agreement.

ELA Standard

Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions.

Past Tense Verbs

✓ A verb is an action word.

Create verbs that tell something that happened before by adding ed. walk → walked

Add d to words ending in e. hike → hiked

Yesterday	Today
I <u>walked</u> home.	I <u>walk</u> home.
Mike <u>smiled</u> .	Mike <u>smiles</u> .
Mary <u>danced</u> .	Mary <u>dances</u> .

■ Draw a line under past tense verbs or verbs that tell what happened before.

1. The llama walked through the desert.
2. The nomad talked to a friend about the drought.
3. Juan watched the sun set over the Pacific Ocean.
4. Maria wondered how the cactus lived with such little rainfall.
5. The lizard lived in the Atacama Desert in Chile.
6. Mike and his friends liked to look at maps of deserts in South America including the Atacama, Coro, Patagonia, and Guajira Deserts.

ELD Standard

Use correct parts of speech, including correct subject/verb agreement.

ELA Standard

Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions.

To form the past tense of a verb, add ed. talk → talked work → worked

To form the past tense of a verb ending in *e*, add d. like → liked

- Write past tense verbs. Underline the ed.
- Tell a partner a complete sentence, using each verb.

1. sail _____
2. talk _____
3. wash _____
4. look _____
5. watch _____
6. like _____
7. climb _____
8. show _____
9. call _____
10. open _____

Demonstrating Comprehension

A Visit to a Desert in Mexico

Jose and his family wanted to visit the Sonora Desert in Mexico. They had already visited other deserts in North America including the Mojave, Chihuahuan, Painted and Great Basin Deserts. The family wanted to drive out into the Sonora Desert to look at cactus plants. They decided to go to the desert in the early morning. They took a shade tent with them, as well as plenty of water. Jose learned about the cactus plant at school. He wanted to see as many cacti as he could. He knew that there were more than 2,000 kinds of cacti. He also knew that Mexico had more varieties of cacti than anywhere else. He wanted to dig one up and take it home with him.

Even early in the day, it was hot as Jose and his family admired the beautiful cactus flowers. "They don't look like any other flowers I've ever seen," said his mother. His younger sister added, "Look at the colors of the flowers. I see red, yellow, orange, purple, white and pink."



Jose remembered his report and explained, "Most cactus blossoms do not last long. Did you know that a cactus plant has fruit, also? Some people say you can eat all cactus fruit. The birds like the fruit and even the flesh of the plant. Did you know that if a person was without water in the desert, he could break open a piece of cactus and get the water stored inside?"

"Ouch! You have to get past those awful stickers first," said his sister.

"Ranchers sometimes burn the spines off and feed the cactus to their cattle when it is really dry and there is not enough grass for them," Jose told his family. "The cattle seem to enjoy it."

"I'm glad you know about cactus plants," his father said. "Let's have a cool drink and then head back to town. Did you find a cactus plant to take home, Jose?"

"No, they are so beautiful here in their natural home, I'm just going to take some pictures. I'm not sure that the immigration officers would let me carry a cactus plant across the border anyway. I'd rather remember the cactus the way they are here, with the sand, the blossoms and the mountains in the distance," he answered.

1. What purpose do you think the spines on the cactus plant serve?

- ☐ helps to prevent erosion
- ☐ saves water for the plant
- ☐ protects the plant from animals
- ☐ makes the plant beautiful

2. What will probably happen next?

- ☐ The family will continue their vacation trip.
- ☐ Jose will change his mind and dig up the cactus.
- ☐ A big rainstorm will come.
- ☐ The family will walk back to their hotel at the beach.

3. The boxes show some things that happened in the story.

1 Jose and his family
drove into the desert.

2

3 His sister found out
about the stickers.

Which of these belongs in box #2?

- ☐ Jose read about cactus for a school report.
- ☐ Jose told the family about cactus plants.
- ☐ Jose decided not to dig up a cactus and bring it home.
- ☐ The family headed back to the hotel.

4. Which sentence best shows the author's message?

- ☐ Immigration officers do not allow people to carry cactus plants across borders.
- ☐ Jose had learned about the cactus plant at school.
- ☐ Cacti should not be picked.
- ☐ Most cactus blossoms don't last long.

5. The illustration included with this article is there to —

- ☐ make the passage more interesting
- ☐ show you a burro
- ☐ show you how to find a cactus in the desert
- ☐ give you questions to answer

b Descriptive Writing

Writing Prompt

Before Writing: Make a mind map to describe the place.
Draw a picture of the place you'd like to visit.

A Place to Visit

Write a paragraph.

After Writing: Read your paragraph to a partner.

ELD Standard

Write a brief narrative. Begin to use a variety of genres in writing.

ELA Standard

Write descriptions that use concrete sensory details and support unified impressions of people, places, things, or experiences.

a Descriptive Adjectives

- ✓ A descriptive adjective describes a person, place or thing.

sandy beaches

majestic Rocky Mountains

famous Statue of Liberty

- ✓ A descriptive adjective describes by naming some quality.

sensible boy

tall building

- Underline the descriptive adjectives in each sentence.

- Read the sentences to a partner.

1. Have you visited the majestic Rocky Mountains?
2. Have you visited the sandy beaches in Florida?
3. That is a very sensible boy.
4. New York is home to the famous Statue of Liberty.
5. The Empire State Building is a tall building.

- Write a sentence using each of the adjectives on the note pad.

small	elegant	famous	rainy	fantastic
-------	---------	--------	-------	-----------

1. _____
2. _____
3. _____
4. _____
5. _____

Past Tense Verbs

- ✓ A verb is an action word.

Create verbs that tell something that happened before by adding ed. *walk* → *walked*

Add d to words ending in e. *hike* → *hiked*

- Draw a line under past tense verbs or verbs that tell what happened before.

1. Carlos walked across the Golden Gate Bridge in California.
2. Maria visited the majestic Rocky Mountains in Colorado.
3. Juan watched the sun over the Pacific Ocean in California.
4. Marcos lived in the state of Arizona.

To form the past tense of a verb, add ed. *visit* → *visited* *look* → *looked*

To form the past tense of a verb ending in e, add d. *like* → *liked*

- Write past tense verbs. Underline the ed.
- Tell a partner a complete sentence, using each verb.

1. sail _____
2. visit _____
3. watch _____
4. look _____

ELD Standard

Use correct parts of speech, including correct subject/verb agreement.

ELA Standard

- Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking. Identify present and past tense verbs.

Use correct parts of speech.

Identify subjects and verbs that are in agreement. Identify pronouns, adjectives, compound words, and articles correctly in writing and speaking. Use various reference materials.

Facts about States in the United States

State	Size	State Capital	Important Fact	Economies
Rhode Island	smallest state	Providence	Rhode Island could fit into Alaska, the nation's largest state.	health services tourism textiles agriculture dairy products
Texas	second largest state	Austin	The largest city in Texas is Houston.	electronics cattle, sheep agriculture cotton
New Mexico	fifth largest state	Santa Fe	The roadrunner, New Mexico's state bird, can reach ground speeds of 15 m.p.h.	electronics health services cattle dairy products
Alaska	largest state	Juneau	A thirteen-year-old boy designed Alaska's flag.	petroleum products seafood
California	third largest state	Sacramento	If California were a separate country, the value of its goods and services would rank sixth in the world.	electronics agriculture film production
Montana	fourth largest state	Helena	Montana is second to Texas in the amount of land used for agriculture.	forest products agriculture wheat coffee
Arizona	sixth largest state	Phoenix	Tucson, Arizona is called the "Astronomy Capital of the World" because thirty of the world's largest and best telescopes are found on the highest peaks around this city.	manufacturing wholesale trade agriculture

- 
- Answer the questions with a partner.
 - Use complete sentences for your answers.

1. What are the names of the seven states on the chart on page 174?
List them from smallest to largest.

2. What is one economy of California? _____

3. What is an important fact about Texas? _____

4. What is the largest state in the United States? _____

5. What is the state capital of Montana? _____

6. What is one important fact about the state of California? _____

7. What is one important fact about the state of Rhode Island? _____

8. What is the state capital of Arizona? _____

9. What state had its flag designed by a thirteen-year-old boy? _____

10. What is the capital of New Mexico? _____

Adjectives That Compare

- ✓ An adjective is a word that describes a noun.

The big, (adjective) golden (adjective) state.

The words big and golden describe the state.

- ✓ Adjectives can be used to compare two nouns.

My state is bigger than your state.

Rhode Island



California



Alaska



- ✎ Underline the correct word in each sentence.

1. The state of California is (bigger, biggest) than Rhode Island.
2. The state of Alaska is the (bigger, biggest) state.
3. The state of Rhode Island is (smaller, smallest) than California.
4. The state of Rhode Island is the (smaller, smallest) state.
5. The state of Alaska is (bigger, biggest) than California.

- ✎ Write bigger or biggest in the blanks to make the sentence correct.

1. Alaska is the _____ state.
2. Alaska is _____ than the state of California.
3. Alaska is _____ than the state of Rhode Island.

ELD Standard

Use correct parts of speech.

ELA Standard

Identify subjects and verbs that are in agreement. Identify pronouns, adjectives, compound words, and articles correctly in writing and speaking. Use various reference materials.

Write smaller or smallest in the blanks to make the sentence correct.

1. Rhode Island is _____ than the state of California.
2. Rhode Island is _____ than the state of Alaska.
3. Rhode Island is the _____ state in the United States.

Look at the information in the table to compare the size of each state in square miles.

Massachusetts is bigger than New York.

Florida is smaller than California.

State	Area in Square Miles
Alaska	615,230
California	158,869
Texas	267,277
New York	53,989
Florida	59,928
Arizona	114,006
Massachusetts	9,241

1. _____
2. _____
3. _____

Alphabetizing

- Read the rules for alphabetical order.

Rules for Alphabetical Order

- ✓ Look at the first letter of the word.

Arizona, California

A comes before C

Arizona comes before California in alphabetical order.

If two words begin with the same letter, look at the second letter of the word.

Arizona, Alaska

I comes before r

Alaska comes before Arizona in alphabetical order.

- ✓ Look at the third letter of the word if two words have the same two first letters.

Arkansas, Arizona

i comes before k

Arizona comes before Arkansas in alphabetical order.

- ✓ If two or more two-word terms have the same first word, look at the second word in each term to decide alphabetical order.

North Dakota, North Carolina

C comes before D

North Carolina comes before North Dakota in alphabetical order.

- ✓ Write these states in alphabetical or ABC order.

Remember to begin each state with a capital letter because it is a proper noun.

_____ Maine
_____ Arizona
_____ North Dakota
_____ Alaska
_____ Colorado
_____ North Carolina

Write these state capitals in alphabetical order.

_____ Annapolis

_____ Albany

_____ Harrisburg

_____ Sacramento

_____ Topeka

_____ Austin

Write these agriculture crops and animals in alphabetical order.

_____ corn

_____ apples

_____ oats

_____ poultry

_____ cotton

_____ cattle

Explain to a partner how you ordered the states that begin with the letter **a**, and the products that begin with the letter **c**.

ELD Standard

Arrange words in alphabetical order. Read and identify basic text features such as title, table of contents, and chapter headings. Restate and execute multi-step oral directions.

ELA Standard

Arrange words in alphabetical order. Locate information in reference texts by using organizational features. Give precise directions and instructions.

Using a Dictionary

- Read the rules for using a dictionary.
- ✓ A dictionary can help you learn the meaning, spelling and pronunciation of an unfamiliar word. The entry words are arranged in alphabetical order.
- ✓ At the top of each page of the dictionary are two guide words. The first guide word is the first entry word on the page. The second word is the last entry word on that page.

ambulatory - amicably

American \əmer'ī kən\ noun **1:** an Indian of North America **2:** a native or inhabitant of North America **3:** a citizen of the United States

American \əmer'ī kən\ adjective **1:** of or relating to America **2:** of or relating to the United States or its possessions or original territory **3:** of or relating to the division of humankind that comprises the Indians of North America and South America Amer-i-can-ness

That person is an American. The inhabitants of America speak English and other languages.

- Ask and answer the questions with a partner.

1. What is the first word that appears on this dictionary page? _____
2. What is the last word that appears on this dictionary page? _____

ELD Standard

Ask and answer questions using phrases or simple sentences.

ELA Standard

Use the dictionary to learn the meaning and other features of unknown words.

3. How many meanings does the word American have? _____

Write the meanings.

4. How do the sentences at the bottom of the dictionary page help you with the word's meaning? _____

5. Write a sentence using the word American. _____

6. What parts of speech does the dictionary give for the word American?

7. Do Americans live in the United States? _____

8. Do Americans speak English? _____

9. What other languages do Americans in the United States speak?

Irregular Past Tense Verbs

- ✓ A verb is an action word. It tells what someone or something does.
- ✓ A verb in the present tense tells what happens now. *Marcos visits the Rocky Mountains.*
- ✓ A verb in the past tense tells what happened in the past.
Yesterday, Marcos visited the Rocky Mountains.
- ✓ You add ed to verbs to make them past tense. *visit → visited*
- ✓ You add d if the verbs end in e. *like → liked*
- ✓ You add another consonant to verbs that end with one vowel and one consonant.
hop → hopped, stir → stirred

Irregular Verbs

You do not always add ed to form the past tense of verbs.
Verbs that do not add ed are called irregular verbs. You must learn these irregular verbs.

Verb	Past	Past with has, have or had
come	came	has, have or had come
teach	taught	has, have or had taught
drive	drove	has, have or had driven
eat	ate	has, have or had eaten
give	gave	has, have or had given
go	went	has, have or had gone
ride	rode	has, have or had ridden
see	saw	has, have or had seen
write	wrote	has, have or had written
am, is, are	was, were	has, have or had been

Write the underlined verb in the past tense. Read the sentences to a partner.

1. The boy (come) _____ from New York.
2. I (eat) _____ fried chicken in the state of Georgia.
3. Pamela (teach) _____ in the state of California.
4. Miguel (drive) _____ across the plains in Arkansas, Mississippi and Alabama.
5. Ron (give) _____ me some oranges from the state of California.
6. Maria (see) _____ the Atlantic Ocean in New York.
7. She (ride) _____ a dune buggy on the dunes on the beach of Oceano, California.
8. The man (write) _____ a letter about his trip across the United States.
9. My family (go) _____ on a trip to the state of Maine.
10. The trip across the United States (is) _____ one of the best trips I've ever taken.

Write a sentence, using each of the irregular past tense verbs in the note pad.

drove	went	ate	rode	saw
-------	------	-----	------	-----

1. _____
2. _____
3. _____
4. _____
5. _____

Demonstrating Comprehension

- Read the story. Retell the story to a partner. Switch roles.
- Complete the story map with a partner.

Why Frog and Snake Never Play Together An African Folktale Retold

*On our trip across the United States we stopped in Alabama.
This is the folktale we heard in Alabama. It was retold by
people in the Southeast region of the United States.*

Once upon a time, the child of the Frog was hopping along in the bush when he spied someone new lying across the path before him. That someone was long and slender and his skin seemed to shine with all the colors of the rainbow.

"Hello there," called Frog-child. "What are you doing lying here in the path?"

"Just warming myself in the sun," answered the slender, shiny creature, twisting and turning and uncoiling himself. "My name is Snake-child. What's yours?"

"I'm Frog-child. Would you like to play with me?"

So Frog-child and Snake-child played together all morning long in the bush.

"Watch what I can do," said Frog-child as he hopped high into the air. "I'll teach you how if you want," he offered.

So he taught Snake-child how to hop and together they hopped up and down the path through the bush.

"Now watch what I can do," said Snake-child as he crawled on his belly, straight up the trunk of a tall tree. "I'll teach you if you want."

So he taught Frog-child how to slide on his belly and climb up trees.

After awhile, they both grew hungry and decided to go home for lunch, but they promised each other to meet again the next day.

ELD Standard

Describe main ideas and supporting details in a text.

ELA Standard

Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures.

"Thanks for teaching me how to hop," called Snake-child.

"Thanks for teaching me how to crawl up trees," called Frog-child.

Then they each went home.

"Look what I can do, Mother!" cried Frog-child, crawling on his belly.

"Where did you learn how to do that?" his mother asked.

"Snake-child taught me," he answered. "We played together in the bush this morning. He's my new friend."

"Don't you know the Snake family is a bad family?" his mother asked. "They have poison in their teeth. Don't ever let me catch you playing with one of them again. And don't let me see you crawling on your belly, either. It isn't proper."

Meanwhile, Snake-child went home and hopped up and down for his mother to see.

"Who taught you to do that?" she asked.

"Frog-child did," he said. "He's my new friend."

"What foolishness," said his mother. "Don't you know we've been on bad terms with the Frog family for longer than anyone can remember? The next time you play with Frog-child, catch him and eat him up. And stop that hopping. It isn't our custom."

So, the next morning when Frog-child met Snake-child in the bush, he kept his distance.

"I'm afraid I can't go crawling with you today," he cried, hopping back a hop or two.

Snake-child eyed him quietly, remembering what his mother had told him. "If he gets too close, I'll spring at him and eat him," he thought. But then he remembered how much fun they had had together and how nice Frog-child had been to teach him how to hop. So he sighed sadly to himself and slid away into the bush.

And from that day onward, Frog-child and Snake-child never played together again. But they often sat alone in the sun, each thinking about his one day of friendship.

-  Write a summary of the story.

Before Writing: Make a story map.

After Writing: Use the writing checklist on page 327. Read your summary to a partner.

Characters

Setting

Event

Ending

Once upon a time,

ELD Standard

Retell simple stories.

ELA Standard

Demonstrate comprehension by identifying answers in the text. Retell, paraphrase, and explain what has been said by the speaker.

Demonstrating Comprehension

- Reread the folktale *Why Frog and Snake Never Play Together* on pages 184-185. Retell the story to a partner. Switch roles.
- Read the *Cat and Mouse—Friends Forever*.
- Tell students this folktale comes from Asia and was retold by people in the western region of the United States who heard the folktale from their ancestors.

Cat and Mouse—Friends Forever An Asian Folktale Retold

It was said some time long ago in China that a cat and a mouse lived together in harmony.

A long, long time ago there lived an emperor who had both a cat and a mouse in his kingdom. The cat, having made acquaintance with the mouse, professed such great love and friendship for the mouse that the mouse agreed to live with the cat. The little mouse cleaned up the house and set it all in order. The cat found food for himself and the mouse. The cat and the mouse were always seen together walking side-by-side around the kingdom.

One day, the cat came upon a pot of honey. "We must save this honey," said the mouse to the cat. "We will use it as a provision for the winter."

The cat and the mouse stored the honey for safety under the emperor's chair. The cat would go every day to the palace to check on the honey. One day, a dog was standing next to the honey when the cat arrived. The dog said to the cat, "Give me some of the honey in the pot."

"No," said the cat, "the honey is for me and my companion, the mouse."

The dog started laughing out loud. "You are friends with a mouse? That is silly. Don't you know that cats are supposed to eat mice?"

The cat was astonished. "Who told you that?" asked the cat.

ELD Standard

Describe main ideas and supporting details in a text. Write short narrative stories that include elements of setting and character.

ELA Standard

Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures. Write narratives.

"Everyone knows that cats and mice can't be friends," said the dog.

The dog spent a lot of time with the cat. He convinced the cat that they should each eat the honey. So the cat and dog ate the honey. Then the cat and the dog laid out in the sun. The cat licked his whiskers. Meanwhile, the dog counseled the cat on what he should do with the mouse. The cat listened attentively.

The cat went home in the evening. He looked quite sleek and comfortable. The mouse greeted the cat.

The cat, who was usually happy to see the mouse, looked at the mouse differently now. He thought of what the dog had said. He couldn't be friends with the mouse. He must eat him.

The next day, the cat invited the mouse to go with him to check on the pot of honey. The cat and the mouse walked side-by-side and when they reached the place where the honey had been kept, they found the empty pot.

"Oh, dear!" said the mouse. "What happened to the honey?"

"I devoured the honey," said the cat. "Now, I'm going to devour you, too." The cat leaped upon the mouse and devoured her.

And from that day onward, in the emperor's kingdom, cats and mice were never again friends.

1. What is the common point or theme of these two folktales?

- ☐ Never be friends with a snake or a rat.
- ☐ You need perseverance to succeed.
- ☐ Much companionship in the world is missed because people are told they shouldn't socialize with certain other people.
- ☐ Honesty is the best policy.

2. These two folktales both have —

- ☐ kings as characters
- ☐ animals as characters
- ☐ people as characters
- ☐ birds as characters

3. These two stories were written in order to —
- ☐ show how friendship can be destroyed by prejudice
 - ☐ show how to save for a rainy day
 - ☐ tell how palaces are constructed
 - ☐ show that certain animals have never lived in harmony
4. These two stories are —
- ☐ autobiographies
 - ☐ biographies
 - ☐ fairy tales
 - ☐ folktales
5. In the beginning of these two stories, the animals were —
- ☐ adversaries
 - ☐ companions
 - ☐ enemies
 - ☐ tired
6. Which statement is an opinion about these two stories?
- ☐ The cat and the mouse lived in an emperor's kingdom.
 - ☐ The cat and the mouse were companions.
 - ☐ The snake and the frog were companions.
 - ☐ Folktales are very interesting.

7. Compare and contrast these two stories using the circle graph below. List the similarities between the two stories in the middle where the two circles overlap. List the differences between the two stories in the outer parts of each circle under the story titles.

*Why Frog and Snake Never
Play Together*

*Cat and Mouse—
Friends Forever*

■

■

■

■

■

■

■

■

■

■

■

■

■

■

■

Writing a Summary

- Write a summary of the story Cat and Mouse—Friends Forever.

Before Writing: Make a story map.

After Writing: Use the writing checklist on page 327. Read your story to a partner.

Characters	Setting	Events	Ending

Once upon a time,

ELD Standard
Retell simple stories.

ELA Standard
Demonstrate comprehension by identifying answers in the text. Retell, paraphrase, and explain what has been said by the speaker.

Irregular Verbs

Write the underlined verb in the past tense. Read the sentences to a partner.

1. Yesterday, I (take) _____ a plane to see the capital of the state of Massachusetts.
2. The student (bring) _____ home a postcard showing the state flag of Ohio.
3. The tourists (fly) _____ over the Pacific Ocean where it meets the coastline of California.
4. The student (draw) _____ a picture of the state flag of California.
5. The states (do) _____ not know that they had the same state bird.
6. The scientist (bring) _____ back a picture of the state bird of Nevada.
7. The pilot (fly) _____ over the state of North Carolina.
8. He (throw) _____ a snowball in the state of New Jersey.
9. The sunflower (grow) _____ in the state of Kansas.
10. The children (sing) _____ a song saluting the United States' and California's flags.

Write a sentence, using each of the past tense verbs in the note pad. Read the sentences to a partner.

		took	did	brought	grew	flew
---	---	------	-----	---------	------	------

1. _____
2. _____
3. _____
4. _____
5. _____

ELD Standard

Use correct parts of speech, including correct subject/verb agreement.

ELA Standard

Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

Singular Possessive Nouns

- ✓ A possessive noun shows who or what owns something.
- ✓ Add an apostrophe and s ('s) to form the possessive of a singular noun.
state → *state's* *California* → *California's*

- Write the possessive form of each underlined noun.
- Read the sentences to a partner.

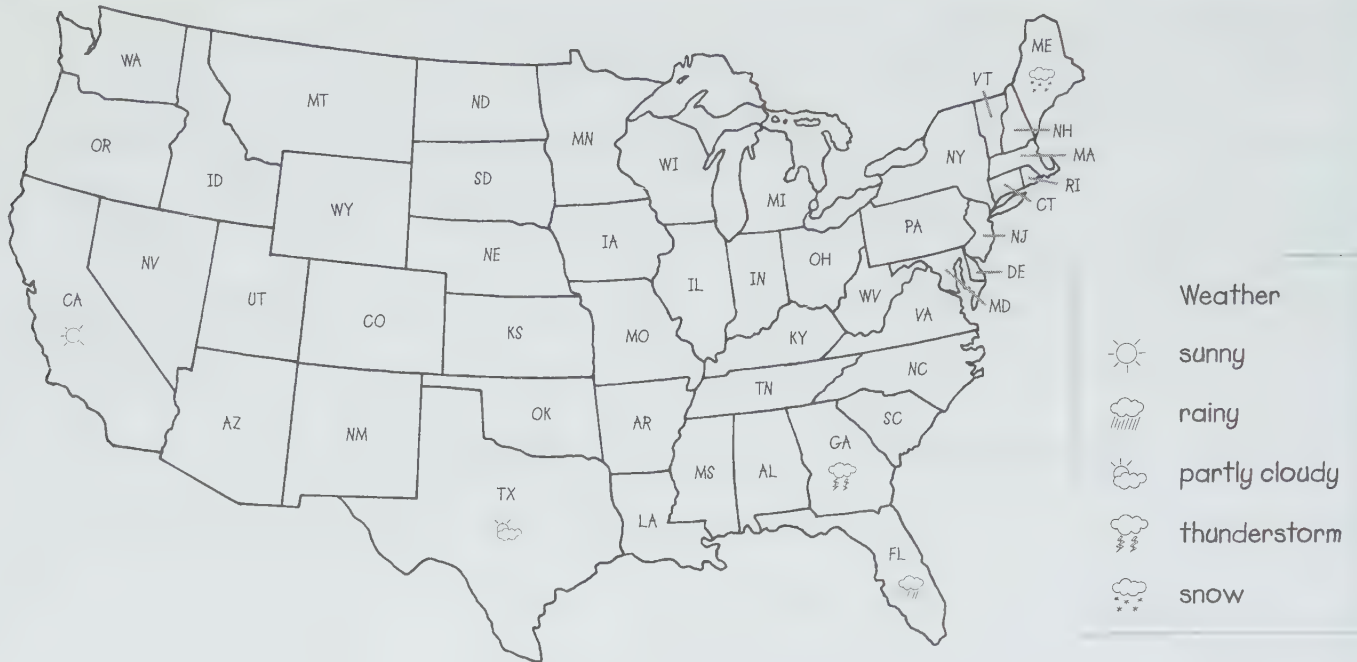
1. Can you describe your (state) _____ flag?
2. The redbird is (North Carolina) _____ state bird.
3. (Wyoming) _____ has a picture of a buffalo on it.
4. The (state) _____ name was abbreviated on the state map.
5. (California) _____ state flag has a bear on it.
6. (Alaska) _____ state flag was designed by a 13-year-old boy.
7. (New Mexico) _____ state bird is the roadrunner.

Write each of the following possessive nouns in a sentence: state's, Alaska's, California's.

1. _____
2. _____
3. _____

Interpreting Information on Charts and Maps

- Use the map and map key to answer the questions below.



1. What is the weather in the state of Florida?

2. What is the weather in the state of Maine?

3. What kind of weather is the state of Texas having?

4. What state is having a thunderstorm?

5. What do the skies look like in California?

ELD Standard

Read and identify text features, such as title, table of contents, and chapter headings, diagrams, charts, glossaries, and indexes in written text.

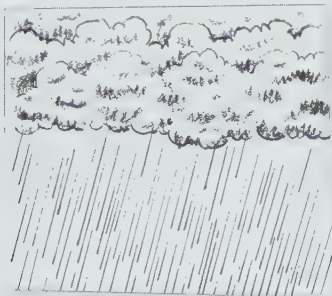
ELA Standard

Interpret information from diagrams, charts, and graphs. Use appropriate strategies when reading for different purposes.

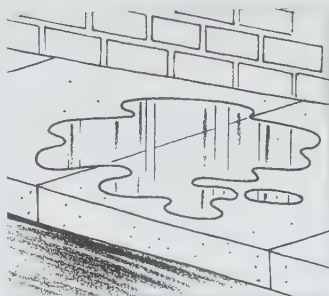
b Cause and Effect

✓ A cause is what makes something happen.

✓ An effect is what happens.



Cause



Effect

The weather has many effects on our day-to-day living in our state. The temperature influences the way we dress. The climate we live in affects how we spend our time. If it rains, we can't play baseball outside. If it snows, we can build a snowman, but we can't go to the beach.

✓ A sentence that tells about a cause is often followed by a sentence that tells about an effect.

Example: *It started to rain.* → Cause

I put up my umbrella. → Effect

- Read the cause and effect sentences.
- On the following page, write the correct effect sentences next to each cause sentence. Read the sentences to a partner.
- Draw a picture to illustrate the cause and the effect.

ELD Standard

Read and orally identify examples of fact/opinion and cause/effect in literature and content area texts.

ELA Standard

Distinguish between cause and effect and between fact and opinion in expository text.

Cause Sentences

The ground was covered with snow.
The weather was hot and the humidity was high.
It was raining cats and dogs.
The wind from the hurricane blew through the city.
The earthquake rattled the dishes.

Effect Sentences

The dishes broke.
Dan put on his windshield wipers.
Maria made a snowman.
I went to the beach.
The roof blew off the house.

cause

1. The ground was covered with snow.

effect

cause

2. The weather was hot and
the humidity was high.

effect

cause

effect

3. It was raining cats and dogs.

cause

effect

4. The wind from the hurricane
blew through the city.

cause

effect

5. The earthquake rattled the dishes.

Using the Dictionary

- Read about dictionary entries below.

A dictionary entry gives the following information about a word:

- ✓ the meaning or meanings of the word
- ✓ a sample sentence or sentences
- ✓ the number of syllables in the word
- ✓ how to say the word
- ✓ how the word is used

On the top of a dictionary entry are two guide words that tell the first and the last entry on the page.

agitate – agrimony

agriculture \ag-ri-kəl-chər\ noun **1**: science or art of cultivating the soil, producing crops, and raising livestock and in varying degree **2**: preparation of these products for human use and their disposal (as by marketing)

farming – agriculturist ag-ri-cul-tur-ist

The state's economy is based on its agriculture products.

ELD Standard

Ask and answer questions using phrases or simple sentences.

ELA Standard

Use a dictionary to learn the meaning and other features of unknown words. Distinguish the interpret words with multiple meanings.

■ Use the dictionary entry for agriculture to answer the questions.

■ Answer in complete sentences. Read your answers to a partner.

1. How many meanings are given for the word agriculture? _____

2. Write one meaning of agriculture. _____

3. How many syllables does the word agriculture have? _____

4. Write the sample sentence given for agriculture. _____

5. What are the guide words on the top of the dictionary page where the word agriculture is located? _____

6. Write your own sentence using the word agriculture. _____

7. What is the second meaning of agriculture? _____

8. Is farming the same as agriculture? Why or why not? _____

■ Write three sentences using the word agriculture.

9. _____

10. _____

11. _____

Demonstrating Comprehension

Read the passage to a partner. The partner sums up. Switch roles. Answer the questions. Write a summary.

A Dark Sky

Sara walks outside and finishes collecting the eggs from the hen. She can tell that stormy weather is coming. The sky is dark. The air is very still. The cows are lying down. A strong breeze blows the dirt at Sara's feet. Far away, the tip of a cloud rises up from behind a high hill. Sara shades her eyes and looks down the road. She is worried. Her father still has not come home from town.

- | | |
|---|---|
| 1. Sara goes outside to — | 3. Sara is worried about her father |
| ☐ close the barn | because — |
| ☐ look for the cows | ☐ she thinks a storm is coming |
| ☐ finish collecting the eggs | ☐ she thinks the cows are sleepy |
| ☐ check on the storm | ☐ she can't go up the hill |
| 2. Sara is worried because — | ☐ she can't find the eggs |
| ☐ the cows are lying down | |
| ☐ she thinks a storm might be coming | |
| ☐ she can't find the eggs | |
| ☐ her father has not come home from town | |

ELD Standard

Use resources in the text, ideas, and illustrations to draw conclusions and make inferences.

ELA Standard

Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, and topic sentences.

4. The boxes show some things that happen in the story.

1 Sara walks outside.

2

3 The tip of a cloud rises up.

Which sentence belongs in box #2?

- ☐ It begins to rain.
- ☐ A breeze begins to blow.
- ☐ The sun comes out.
- ☐ Sara shades her eyes.

- Draw a picture about this story.
- Write a summary of this story.





■ Demonstrating Comprehension

- Read the story. Have a partner retell the story. Switch roles.
- Answer the questions.

The Boy Who Cried Wolf

An Aesop's Fable Retold

There was once a boy who was employed as a shepherd to guard the sheep. The shepherd boy despised his work. He liked to sleep. When a lamb was lost, he'd shout, "Wolf! Wolf! The wolves are all about!" The neighbors searched from noon until nine but there was no sign of the beast. Yet, he cried "Wolf!" the next morning just as the villagers woke up.

One evening around six o'clock, a real wolf threatened the flock. "Wolf!" yelled the boy. "Wolf, indeed!" No one paid him any heed. Although he screamed to wake the dead, "He's fooled us every time!" they said and let the hungry wolf enjoy his feast of mutton, lamb and boy.

The moral is this:

*The man who is wise does not
defend himself with lies.*

*Liars are not believed,
forsooth even when
liars tell the truth.*



ELD Standard

Orally define different characters and settings in simple literary texts using words or phrases.

ELA Standard

Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's action.

1. The boy in this fable was —
- ☐ tired of chasing after the ducks
 - ☐ silly and funny
 - ☐ upset when he screamed and no one came
 - ☐ happy that a wolf ate the sheep
2. Which of the lines from this fable tells you that the wolf ate the sheep and the boy?
- ☐ No one paid him any heed.
 - ☐ The neighbors searched from noon until nine.
 - ☐ He liked to sleep.
 - ☐ And let the hungry wolf enjoy his feast of mutton, lamb and boy.
3. The illustration in this fable helps you know that —
- ☐ the boy is very happy
 - ☐ the boy doesn't want the wolf around
 - ☐ the boy wants to be friends with the wolf
 - ☐ the boy is going to pet the wolf
4. The fact that the boy always cried, "Wolf! Wolf!" when there was no wolf —
- ☐ made the neighbors not believe him when there really was a wolf
 - ☐ made the neighbors look for the wolf
 - ☐ made the neighbors believe him
 - ☐ made the neighbors angry
5. Why does the author include the line "Liars are not believed, forsooth even when liars tell the truth?"
- ☐ The author thinks it's smart to lie.
 - ☐ The author wants the reader to learn the lesson that no one believes liars.
 - ☐ The author wants people to think the wolf is smart.
 - ☐ The author wants the sheep to be eaten.
6. There is enough information in this fable to show that —
- ☐ when you lie all the time, people don't believe you when you tell the truth
 - ☐ when the sheep see a wolf, they will fight with it
 - ☐ when you lie all the time, some people will believe you
 - ☐ when you are a shepherd, you get a lot of sheep

b Narrative Writing**Writing Prompt**

- Draw a picture and write a summary about The Boy Who Cried Wolf.

Before Writing: Make a story map.

After Writing: Use the writing checklist on page 327. Read the story to a partner.

Characters	Setting	Problem	Ending

Once upon a time,

ELD Standard

Write a detailed summary of a story.

ELA Standard

Write responses to literature. Write summaries that contain the main ideas of the reading selection and the most significant details.

Demonstrating Comprehension

The Statue of Liberty A Famous New York State Landmark

- (1) A state landmark is an important structure of great historical interest. In the harbor of New York stands one of the most important landmarks in the world--the Statue of Liberty. This 150-foot-tall statue was a gift from the people of France to the people of America. The gift to America's people honored America's one hundredth birthday in 1876.
 - (2) The statue was created by Fredrick Auguste Bartholdi. The Statue of Liberty was first assembled in France. Then it was disassembled and shipped across the Atlantic Ocean. The Statue of Liberty was completely reassembled on a base in New York.
 - (3) The Statue of Liberty was paid for by contributions from the people of France. Many schoolchildren in America also made contributions to the building of the base of the Statue of Liberty. The children were happy to contribute their pennies, nickels and quarters to help build this wonderful landmark.
 - (4) On October 26, 1886, the Statue of Liberty was unveiled in its permanent location in New York Harbor. Thousands of people were at the unveiling and, since then, millions have visited this symbol of freedom. The Statue of Liberty is both a state and a national landmark.
-

1. What is a state landmark?

- ☐ It celebrates freedom.
- ☐ It is a structure of historical significance.
- ☐ It is something made by a French sculptor.
- ☐ It is a contribution made by schoolchildren.

2. Based on what you read in the passage, when was the United States born?

- ☐ 1776
- ☐ 1876
- ☐ 1886
- ☐ 1896

ELD Standard

Generate and respond to comprehension questions related to the text. Describe main ideas and supporting details of a text.

ELA Standard

Use appropriate strategies when reading for different purposes. Distinguish the main ideas and supporting details in expository text.

3. Why did schoolchildren in America feel proud of the Statue of Liberty?

- ☐ They contributed money to help assemble the Statue of Liberty.
- ☐ They contributed money to help send a ship to the United States.
- ☐ They contributed money to help build the base of the Statue of Liberty.
- ☐ They contributed money to help build the Statue of Liberty in France.

4. The author included the second paragraph to tell why —

- ☐ the Statue of Liberty had to be disassembled and reassembled
- ☐ the Statue of Liberty was a gift to the American people for the centennial
- ☐ the people of Paris wanted to see the Statue of Liberty first
- ☐ the schoolchildren contributed to the Statue of Liberty

5. In order to answer question 4, the best thing to do is —

- ☐ reread the last sentence of each paragraph
- ☐ reread the second paragraph
- ☐ reread the title
- ☐ reread the first sentence of the reading

Write a summary of this passage.

Word Families, Spelling Friends cl_, bl_, gl_, fl_

- Read the words in the note pad.
- Label each word a noun or a verb.

<u>c</u> loud	<u>b</u> low	<u>g</u> love	<u>f</u> lower
<u>c</u> limate	<u>b</u> lame	<u>g</u> low	<u>f</u> lip
<u>c</u> lock	<u>b</u> link	<u>g</u> litter	<u>f</u> lute
<u>c</u> limb	<u>b</u> limp	<u>g</u> lue	<u>f</u> lew
<u>c</u> lown	<u>b</u> lock	<u>g</u> lide	<u>f</u> light

- Read the words in the chart.
- Discuss the meaning of each word. Use each word in a sentence.
- Label each word a noun or a verb.

Word	Noun or Verb	Sentence
<u>c</u> limate		
<u>c</u> loud		
<u>b</u> low		
<u>b</u> lame		
<u>g</u> lide		
<u>g</u> love		
<u>f</u> lower		
<u>f</u> lew		
<u>f</u> light		

ELD Standard

Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.
Use correct parts of speech.

ELA Standard

Read common word families. Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.
Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

b Fact vs. Opinion Statements

- Decide whether each of the following is a fact or an opinion.
- Write your answer on the line that follows each statement.
- Read the sentences to a partner.

1. The Pilgrims had a Thanksgiving feast.
2. The Wampanoag Indians came to the feast.
3. The food was the best food the Pilgrims ever ate.
4. The best corn is raised by Native Americans.
5. The Pilgrims sailed on the Mayflower from England.
6. The Mayflower was the best ship ever built.
7. The farmland in Massachusetts is the best in North America.
8. The state of Massachusetts is in the northeastern section of the United States.
9. The United States didn't always exist as a country.
10. Massachusetts was not a state when the Pilgrims settled in Plymouth.

Fact or Opinion

ELD Standard

Read and orally identify examples of fact/opinion and cause/effect in literature and content area text.

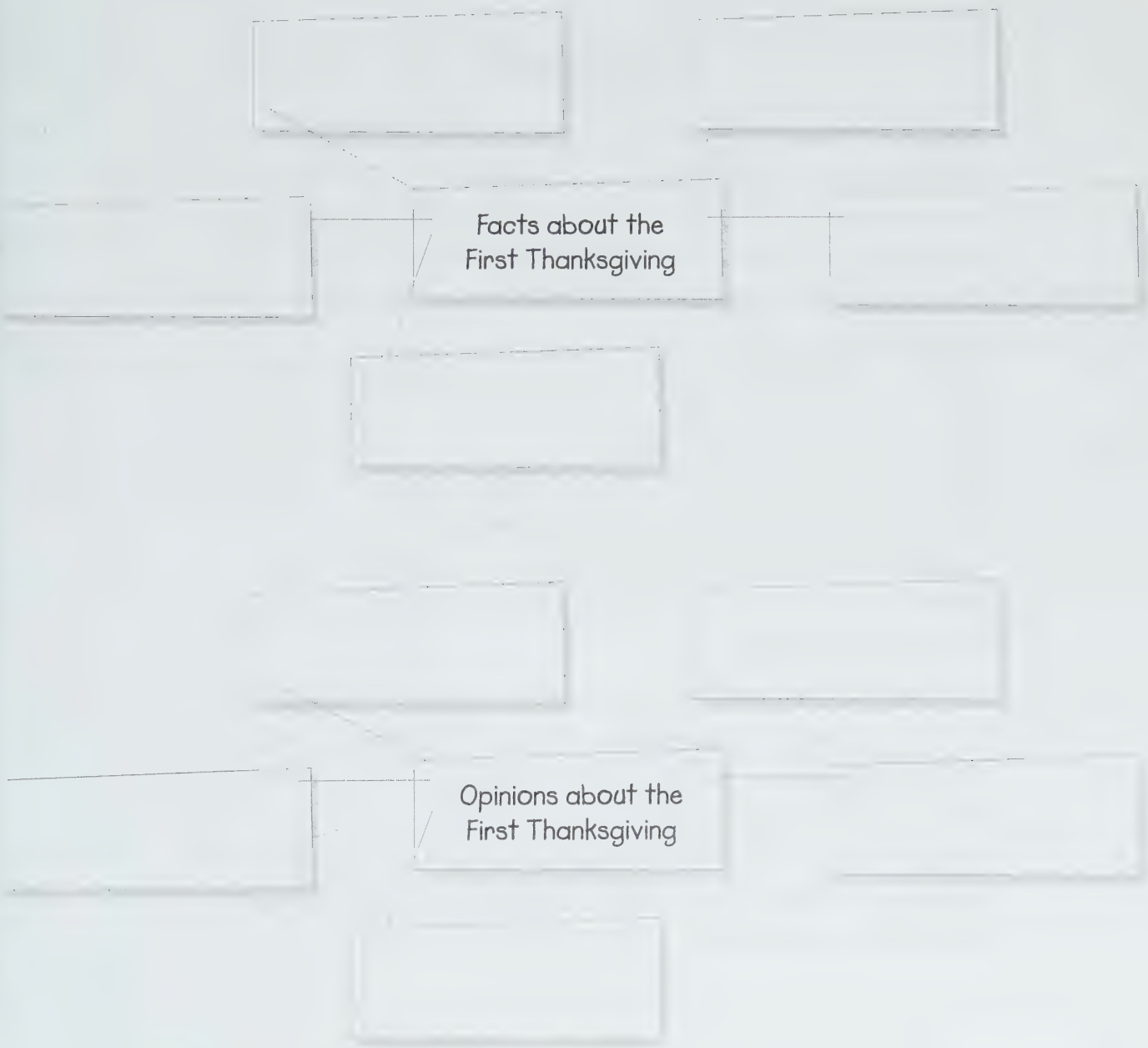
ELA Standard

Distinguish between cause and effect and opinion in expository text.

■ Make a mind map with a partner.

One mind map should include all the facts about the first Thanksgiving.

The other mind map should include all the opinions about the first Thanksgiving.



Demonstrating Comprehension

- Read the story to a partner. Your partner retells the story. Switch roles.
- Write a summary.
- Read the summary to a partner.

Navajo Myths

Many Native Americans, like the Navajo, has a great interest in nature. The Navajo wondered how and why things in nature came to be. They asked themselves many questions. They asked, "Why do big rocks exist? Where do mountains come from? What makes the wind blow and the rain flow?" The Navajo told myths to answer these questions.

In myths, things in nature often became spirits, explaining why things happened. For example, real rainbows in the sky became the rainbow people in stories.

Why do you think the Navajo told myths about the rainbow people? If you said water, you would be right. The Navajo lived in a hot, dry desert. The most important resource was water. That's why the Native Americans were always happy to see a rainbow. It was a sign that rain was coming.

According to Navajo myths, rainbow people brought the rain. Each rainbow person carried a different color of the rainbow. When all of the people who brought the colors got together, they produced a rainbow. Once the rainbow was created by the rainbow people, the Navajo knew that rain was sure to follow. The Navajo felt safe when they saw a rainbow. It was a sign that life-giving rainwater would soon water their crops.

ELD Standard

Retell simple stories.

ELA Standard

Demonstrate comprehension by identifying answers in the text. Retell, paraphrase, and explain what has been said to the speaker.

1. This story was written mainly to tell about —

☐ how rainbows are made

☐ Navajo myths

☐ how sand paintings are made

☐ Navajo homes
2. Which of these statements is correct?

☐ Rainbows are black and white.

☐ Deserts have a lot of water.

☐ The Navajo told myths about rainbow people.

☐ Sand paintings are made of cloth.
3. What type of literature is this story?

☐ biography

☐ historical fiction

☐ poetry

☐ autobiography
4. How did the Navajo feel when they saw a rainbow?

☐ worried

☐ safe

☐ scared

☐ tired

Write a summary about the passage.

b Narrative Writing

- Draw a picture and write a story, retelling the myth about the rainbow people.

Before Writing: Make a story map.

After Writing: Use the writing checklist on page 327.

Characters	Setting	Events	Ending

ELD Standard

Write a detailed summary of a story.

ELA Standard

Write responses to literature. Write summaries that contain the main ideas of the reading selection and the most significant details.

Combining Sentences

- ✓ Use the word and or but to connect two sentences.

And means "in addition."

The Spanish came to North America. → They started settlements.

The Spanish came to North America and they started settlements.

But shows a contrast.

Some Spaniards came to North America to look for gold. → Others came to establish missions.

Some Spaniards came to North America to look for gold but others came to establish missions.

- Combine each pair of sentences with and or but.

1. Missions had schools. Missions had courtyards. _____

2. Missions were religious settlements. They also were agricultural communities.

3. Native Americans worked in the fields. Native Americans learned in the mission schools.

4. Some Native Americans lived at the Santa Barbara mission. Others lived at Mission Santa Cruz. _____

5. In the beginning, there was one mission. By the end, there were nine missions created by Father Serra. _____

ELD Standard

Use correct parts of speech.

ELA Standard

Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions. Combine short related sentences with participial phrases, adjectives, and adverbs.

Demonstrating Comprehension

- Read the story with a partner. Have the partner sum up what the story is mainly about. Switch roles.
- Answer the questions.

The Spanish Establish Missions

The Spanish had colonies in what is now Texas, New Mexico and Arizona even before the missions were established.

The missions were another way to set up colonies under Spanish rule. The missions were religious settlements. The missionaries were the people who managed the missions. They also instructed Native Americans about Christianity.

The missions were multipurpose. Although their main goals were to convert Native Americans to Christianity and teach them Spanish ways, other goals revolved around making money. The Spanish hoped that the mission crops and livestock would bring in revenue for Spain.

The first mission built was San Diego de Alcalá. It was the Spanish priest, Father Serra, who established this mission on July 16, 1769. Father Serra established a chain of nine missions in California before he died in 1784.

The missions, which were about thirty miles from each other, were situated in valleys where there was rich soil and a good water supply. Each mission had a church, houses, a courtyard, workshops, farmland, and pastures for livestock and, oftentimes, a rose garden.

The missions were added to other Spanish colonies. The missions enabled the Spanish to colonize what are now the western states and at the same time spread Christianity.



1. In this story, multipurpose means —

- ☐ to build churches
- ☐ to make a mission
- ☐ to have many functions
- ☐ to ask something

2. In order to answer question one, the reader should —

- ☐ reread the ending of the article
- ☐ last line of each paragraph
- ☐ look in the article for the word multipurpose
- ☐ read the title

3. Another good title for this article is —

- ☐ Establishing Mission San Diego
- ☐ Father Serra
- ☐ The First Americans
- ☐ Mission Colonies Under Spain

4. There is enough information in this article to show that —

- ☐ the Spanish established missions only as schools
- ☐ the missions were Spanish settlements
- ☐ all the missions had orange trees
- ☐ Father Serra was an Italian priest

• Write a summary of this article.

Interpreting Information from a Chart

Dates When States Entered the Union

Alabama	1819	Illinois	1818	Montana	1889	Rhode Island	1790
Alaska	1959	Indiana	1816	Nebraska	1867	South Carolina	1788
Arizona	1912	Iowa	1846	Nevada	1864	South Dakota	1889
Arkansas	1836	Kansas	1861	New Hampshire	1788	Tennessee	1796
California	1850	Kentucky	1792	New Jersey	1787	Texas	1845
Colorado	1876	Louisiana	1812	New Mexico	1912	Utah	1896
Connecticut	1788	Maine	1820	New York	1788	Vermont	1791
Delaware	1787	Maryland	1788	North Carolina	1789	Virginia	1788
Florida	1845	Massachusetts	1788	North Dakota	1889	Washington	1889
Georgia	1788	Michigan	1837	Ohio	1803	West Virginia	1863
Hawaii	1959	Minneapolis	1858	Oklahoma	1907	Wisconsin	1848
Idaho	1890	Mississippi	1817	Oregon	1859	Wyoming	1890
		Missouri	1821	Pennsylvania	1787		

Answer the questions in complete sentences using information from the chart.

- What year did your state become a state? _____
- What were the original thirteen states? (They have the earliest dates for entering the Union.) _____

- What were the last three states to enter the United States? _____

- If any state entered the Union the same year as your state, give its name.

- Create a time line using the abbreviations of states and when they entered the Union.

1787

1959

ELD Standard

Locate and identify the functions of text features such as format, diagrams, charts, glossaries, and indexes.

ELA Standard

Interpret information from diagrams, charts, and graphs.

Contractions

✓ A contraction is a shortened and combined form of two words that uses an apostrophe to replace one or more letters.

does not → *doesn't*

is not → *isn't*

Two Words	Contraction
was not	wasn't
were not	weren't
did not	didn't
could not	couldn't
would not	wouldn't
had not	hadn't
have not	haven't
has not	hasn't
does not	doesn't

- Read each sentence. Write a contraction for the underlined words.
- Rewrite each sentence using the contraction.
- Read the sentences with contractions to a partner.

1. The state of California was not part of the original thirteen states. _____
2. The thirteen colonies did not want to remain part of Great Britain. _____
3. The colonies were not happy under the British government. _____

4. The British would not agree to let the colonies become independent. _____

5. The British and the American colonies could not agree. _____

6. The Revolutionary War started because the British would not agree to let the American colonies break off from British rule. _____

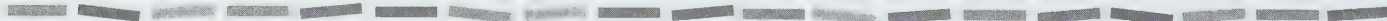
7. The Declaration of Independence declared that the colonies were not part of Great Britain. _____

8. The state of Alaska was not one of the thirteen states represented on the original American flag. _____

9. The state of Oregon did not become a state until 1859. _____


✎ We use contractions to ask yes/no questions.

Didn't the colonies design a new flag? Yes, they did.



✎ Ask and answer the questions with a partner.

1. Weren't New York and New Jersey part of the original thirteen states? Yes, they were.
2. Weren't Virginia and Maryland part of the original thirteen states? Yes, they were.
3. Didn't Betsy Ross design the first American flag? Yes, she did.
4. Hasn't the American flag changed? Yes, it has.
5. Doesn't the American flag now have fifty stars? Yes, it does.

 Appositives

✓ An appositive follows a noun or pronoun to explain or identify the noun or pronoun.

Mr. Caldera, my state Senator, lives in the northern part of the state.

My state senator is an appositive. It identifies Mr. Caldera.

That building, our state capitol, is very beautiful.

Our state capitol is an appositive. It explains what the building is.

✓ An explanatory word or phrase that follows a noun or pronoun is an appositive.

✓ There are usually commas around an appositive.

• Underline the appositives in these sentences.

• Read the sentences to a partner.

1. Mrs. Galvan, our state assemblywoman, lives in our town.
2. That building, our state supreme court, is three stories.
3. Anthony, a politician, campaigned to become governor.
4. Maria, my mother, took me to see the state capitol.
5. Dr. Jones, my doctor, talked to the state senator.
6. John, a judge, ruled on the case.
7. New York, my state, has a beautiful state capitol.
8. The man, the state supreme court judge, lives over there.
9. Sara, my friend, wants to become a state senator.

b Subject/Verb Agreement

- Read about verbs below.

In the present tense, the verb must agree with the subject of a sentence.

- ✓ If the subject of a sentence is a singular noun or he, she or it, the verb must be singular.

The state senator makes the laws.

- ✓ If the subject is a plural noun or I, we, you or they, the verb must be plural.

The laws protect the people.

- ✓ Rule: If the subject ends in s, the verb can't end in s.

The ladies vote for the governor

If the verb ends in s, the subject can't end in s.

The man votes in the election.

- Write the correct present tense verb in these sentences. Read the sentences to a partner.

1. The senators _____ the state's laws. (make)
2. The judge _____ on the case in court. (rule)
3. The assemblywoman _____ to the state capitol. (travel)
4. The state governor _____ a state budget. (prepare)
5. The state senate _____ with the state assembly to pass laws. (work)
6. The state laws _____ the citizens of the state. (protect)
7. The family _____ the state capitol building. (visit)
8. The state governor _____ a speech. (give)
9. The state assembly _____ the bill. (pass)
10. The state governor _____ the bill into law. (sign)

ELD Standard

Use correct parts of speech, including subject/verb agreement.

ELA Standard

Identify subjects and verbs that are in agreement.

Prefixes

State Transportation

The covered wagon has disappeared as a form of state transportation. Covered wagons have been replaced by cars, trains and planes. Cars may be incapable of flying but they can travel long distances within the state and across states. Trains are also used as transportation in many states. You can preread a train schedule to find out when they depart. If you really want to get someplace in a hurry, you can take a plane. A plane can take you nonstop from one part of the state to another or even from your state to another state across the country.

- ✓ The parts of the underlined words above are prefixes.
- ✓ Prefixes are put in front of a root word. *appear* → *disappear*
- ✓ Prefixes change the meaning of a word. *appear* changes to *disappear* or *not appear*

Prefix	Meaning	Example
dis	not, opposite of	<u>dis</u> appear (not appear)
im	not, without	<u>im</u> proper (not proper)
in	not, without	<u>in</u> capable (not capable)
un	not, opposite of	<u>un</u> tied (not tied)
non	not, opposite of, without	<u>non</u> stop (no stops)
mis	incorrectly	<u>mis</u> manage (incorrectly manage)
pre	before	<u>pre</u> read (read before)
re	again, back	<u>re</u> place (place again)

ELD Standard

Spell correctly roots, inflections, suffixes and prefixes, and syllable construction.

ELA Standard

Spell correctly roots, reflections, suffixes and prefixes, and syllable construction.

Word	Meaning	Sentence
<u>dis</u> appear		
<u>im</u> proper		
<u>in</u> capable		
<u>un</u> tie		
<u>non</u> stop		
<u>mis</u> manage		
<u>pre</u> read		
<u>re</u> place		

Demonstrating Comprehension

Carrots: An Agricultural Crop

Carrots are an important agricultural crop in some states. Farmers in these states know that fall is the best time to plant carrots. From September to October, the daytime temperature is around 75°F and it is just right for planting carrots. Here is some additional information about planting carrots.

	Planting Depth	1 1/2 inches	
	Seeds per row	20	
	Space between seeds	3 inches	
	Space between rows	3 feet	
	Days to grow into a carrot	30-40 days	
	Days until harvest	40-60 days	

Carrots are not only an important agricultural crop. They are good for people to eat. They have a lot of vitamin A. Some people say that carrots taste like candy!

1. Which of these is an opinion stated in the reading?
- ☐ Carrots taste like candy.

☐ Carrots have vitamin A.

☐ Carrots are an important agricultural crop.

☐ Fall is the best time to plant carrots.
2. Carrots seeds grow best when they are watered —
- ☐ once a day

☐ once a year

☐ once a week

☐ once a year
3. The information on this poster was written in order to —
- ☐ sell you some carrots

☐ teach you about the cost of carrots

☐ tell you how to plant the carrot seeds

☐ help you understand manufacturing
4. When is the best season for planting carrots?
- ☐ fall

☐ summer

☐ spring

☐ winter

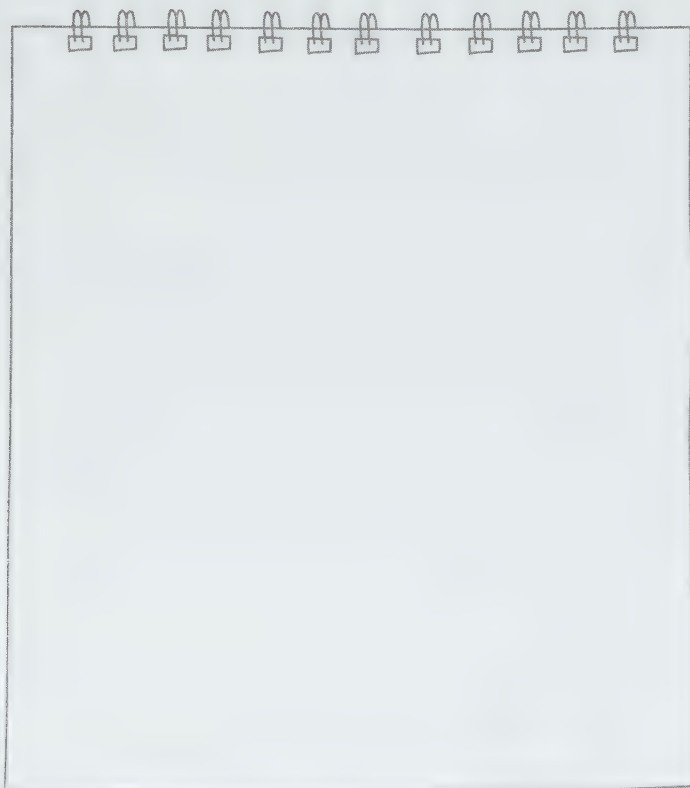
Descriptive Writing

Descriptive Writing

Descriptive writing tells about something. It tells how something looks, feels, smells, sounds and tastes.

Writing Prompt

- Draw a picture of how carrots grow in the ground.
- Write a description of how carrots grow in the ground and how you can grow carrots in your garden.
- Read your description to a partner.



a Prepositions

- ✓ A preposition relates a noun or pronoun to another word in a sentence.
on the cargo ship near the harbor in the container
- ✓ Prepositions have many purposes. For example, prepositional phrases sometimes tell us about time, place, movement or purpose.
 - Time:** *The shipping company has been shipping containers for five years.*
 - Place:** *The cargo ship left from the harbor in Seattle.*
 - Movement:** *The ship transports containers from Seattle to Europe.*
 - Purpose:** *The containers are shipped from the harbor for international trade.*
- ✓ Here is a list of some common prepositions:

above	down	on
across	for	over
after	from	to
around	in	under
at	near	with
behind	of	

- Read each sentence. Underline the preposition.
- Read the sentences to a partner.
 1. The cargo ships docked in the Seattle harbor.
 2. The cargo ships departed from Los Angeles, California.
 3. The cranes unloaded the containers from the cargo ship.
 4. The containers came down on the ship.
 5. The men loaded the bags of coffee after the bags of flour.

Complete each sentence by writing a preposition on the line.

Read the sentences to a partner.

1. The international cargo ship traveled from Mexico _____ California.
2. The crane loaded the containers _____ the ship.
3. The men working on the dock put the bags of coffee _____ the bags of flour.
4. Where is the cargo ship going _____ it leaves Seattle?
5. Cargo ships are important _____ international trade.

Write one sentence about international trade using the prepositions: after, of, for, across, from.

Read your sentences to a partner.

1. _____
2. _____
3. _____
4. _____
5. _____

Demonstrating Comprehension

Great State and National Leaders

Martin Luther King
1929-1968

"I have a dream that my four little children will someday live in a nation where they will not be judged by the color of their skin, but by the content of their character."

Why do we celebrate Martin Luther King Day on January 15th? Who was this man who changed history for African Americans?

Martin Luther King spent his life trying to get equal rights for African Americans. African Americans in Martin Luther King's childhood and early adulthood were segregated in separate schools. They had to ride in the back of buses.

Martin Luther King's father was a Baptist minister. He grew up in a nice neighborhood in a twelve-room house. He soon realized that other African Americans were not as fortunate as he was. The inequality of opportunity for African Americans motivated Martin Luther King to become a minister.

Martin Luther King, as a minister, engaged in a life-long struggle to make life better for African Americans. He wanted African Americans to have the basic civil rights such as the right to vote, the right to have good jobs and the right to have a good education. He also wanted segregation to end.

Martin Luther King believed that changes should come about in a peaceful way. He organized peaceful marches and demonstrations. He was a great orator. One of his most famous speeches entitled "I have a dream" was quoted at the beginning of this passage. Martin Luther King was assassinated in 1968. He accomplished much in his lifetime to make his dream a reality.

César Chávez
1927-1993

"When we are really honest with ourselves, we must admit that our lives are all that really belong to us. It is my deepest belief that only by giving our lives to help others that we can find life."

ELD Standard

Describe main idea and supporting details in text.

ELA Standard

Compare and contrast information on the same topic after reading passages. Write narratives.

Why do Californians celebrate César Chávez Day? Who was this man who changed working conditions for farm workers?

César Chávez was born in Arizona. He grew up on his father's farm. His father lost the farm during the Great Depression. The family then moved to California. They lived in one-room houses, as they moved from farm to farm as migrant farm workers.

César Chávez, as a farm worker himself, became very interested in the plight of the farm worker. He organized marches and strikes to get lawmakers to pass legislation for better working conditions, health benefits and wage increases for migrant farm workers. César Chávez believed people could do anything they set out to do. His motto for farm workers was "*Si se puede*" or "Yes, it can be done."

- | | |
|---|--|
| <p>1. The words in quotations at the beginning of each article were spoken by –</p> <ul style="list-style-type: none">☐ Californians and Texans☐ the author of the articles☐ ministers and teachers☐ Martin Luther King and César Chávez <p>2. Both Martin Luther King and César Chávez —</p> <ul style="list-style-type: none">☐ were assassinated☐ grew up in Arizona☐ were interested in civil rights☐ were interested in farm workers | <p>3. If you wanted to know more about Martin Luther King and César Chávez, you should —</p> <ul style="list-style-type: none">☐ read a history book☐ search the Internet for ministers☐ read a science book☐ visit a farm in California <p>4. There is enough information in these articles to show that —</p> <ul style="list-style-type: none">☐ Martin Luther King and César Chávez were great leaders☐ African Americans and farm workers went to good schools☐ farm workers never rode buses☐ Martin Luther King and César Chávez had fathers who were ministers |
|---|--|

On a separate sheet of paper, write a summary that tells why Martin Luther King and César Chávez were great leaders. Read your summary to a partner.

Demonstrating Comprehension

- Read the bulletin board notices below.
- Answer the questions on the next page.
- Tell a partner about a notice you have seen.

Recreational Summer Excursions

HIKING EXCURSION

Hike the Trails of Lone Mountain

Saturday, August 10

7:00 A.M. to 6:00 P.M.

Bus leaves Joel's Grill at 6:00 A.M.

Sponsored by Joel's Grill

Call Joe for information

624-1359

MUSIC EXCURSION

Bach Music Festival

Carmel-by-the-Sea

Saturday, August 14

7:00 A.M. to 10:00 P.M.

Bus leaves at 6:00 A.M. from Miller Park

Adults \$30.00 Children \$20.00

Call Anna Clark for information

624-5521

VOLLEYBALL BEACH EXCURSION

Play Volleyball at Carmel Beach

Saturday, August 17

7:00 A.M. to 8:00 P.M.

Adults \$15.00 Children \$10.00

Bus leaves Miller Park at 6:00 A.M.

Call Mary Oaks for information

625-7127

BASS LAKE EXCURSION

Boat Ride on Bass Lake

Sunday, August 25

7:00 A.M. to 9:00 P.M.

Adults \$25.00 Children \$15.00

Bus leaves Kay's Donuts at 6:00 A.M.

Call Kay Rio for information

624-1231

ELD Standard

Describe relationships between the text and their experiences.

ELA Standard

Compare and contrast information on the same topic after reading several passages or articles.

1. Which excursion will happen first?

- ☐ the volleyball excursion
- ☐ the hiking excursion
- ☐ the lake excursion
- ☐ the music excursion

2. Where did these excursion notices probably appear?

- ☐ a science website
- ☐ a fashion magazine
- ☐ a telephone book
- ☐ a local newspaper

3. Who should you call if you want to go to Bass Lake?

- ☐ Mark Oaks
- ☐ Anna Clark
- ☐ Joel
- ☐ Kay Rio

4. Which activity is not mentioned in these excursions?

- ☐ running
- ☐ volleyball
- ☐ boating
- ☐ hiking

5. Where will the Bass Lake bus leave from?

- ☐ Kay's Donuts
- ☐ Miller Park
- ☐ Carmel
- ☐ Joel's Grill

6. Where will the Bach Music Festival be held?

- ☐ Idaho
- ☐ Carmel-by-the-Sea
- ☐ Monterey
- ☐ Sacramento

Informative Writing

- Write a notice for a summer excursion.

Include the date, time, place, the cost, the sponsor and who to call for information.

- Use the writing checklist on page 327.

- Read your notice to a partner.

Summer Excursion to _____



ELD Standard

Use complete sentences and correct word order.

ELA Standard

Write information reports. Include facts and details.

■ Demonstrating Comprehension

- Read the passage on ecosystems with a partner. Your partner sums up what you have read.

An Ecosystem

An ecosystem is a community and its environment. Ecosystems include both living and nonliving things. The living part of an ecosystem forms a community. A community is the living part of an ecosystem. A community may include plants and animals. Communities can be divided into different types of populations. A desert community may include cacti and snakes. Each community member has a home or habitat. A cactus lives in a desert habitat. A worm lives in a soil habitat. A whale's habitat is the ocean.

Environment



water, air, soil, light, rocks
Nonliving

Community



the living part of an ecosystem

ECOSYSTEM



plants
Living

Populations



lily pad

Habitats



pond



salamanders



under rocks



earthworms



soil

-
- Use the chart. Answer the questions in a complete sentence.
 - Read your answers to a partner.

1. What is an ecosystem? _____

2. What are some different types of populations that live in an ecosystem? _____

3. What is the habitat of a lily pad? _____

4. What is the habitat of a salamander? _____

5. What is the habitat of an earthworm? _____

■ Draw a desert ecosystem. Include both living and nonliving things.



ELD Standard

Read and identify text features, such as title, table of contents, chapters, headings, diagrams, charts, glossaries and indexes in written text.

ELA Standard

Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including diagrams and illustrations, topic sentences, important words and foreshadowing clues.

Identifying the Subject of a Sentence

Review complete and simple subjects below.

- ✓ The complete subject includes all the words that tell who or what the sentence is about.

Many animals eat meat.

- ✓ The simple subject is the main word or group of words in the complete subject.

Many animals eat meat.

Underline the complete subject, then write the simple subject in each sentence.

1. Many animals eat meat. _____
2. The animals that eat meat are called carnivores. _____
3. Other animals eat plants. _____
4. These animals are called herbivores. _____
5. A wolf is a carnivore. _____
6. A cow is a herbivore. _____
7. All animals can't make their own food, like plants. _____
8. Green plants make their own food. _____

ELD Standard

Use standard word order subject-verb agreement.

ELA Standard

Identify and use subjects and verbs correctly in speaking and writing simple sentences.

■ Complete each sentence by writing a simple subject.

1. Many _____ eat meat.
2. The green _____ makes its own food.
3. The _____ that eat meat are called carnivores.
4. The _____ eats plants.
5. All _____ need food and water.
6. The _____ is a herbivore.

Combining Sentences

- ✓ Use the word *and* or *but* to connect two sentences.

And means "in addition."

Plants take energy from the sun. → They make their own food.

Plants take energy from the sun and they make their own food.

But shows a contrast.

Some people like green plants. → Others like flowering plants.

Some people like green plants but others like flowering plants.

- ✓ Use only one *and* or *but* in a sentence.

Combine each pair of sentences. Use but or and.

1. Plants take in energy from the sun. They make their own food.

2. Some people like small plants. Others like large plants.

3. Some plants live in the rain forest. Others live in the desert.

4. A plant has roots. It has leaves. _____

5. Some plants have flowers. Others have leaves only.

6. Some people grow plants. Others buy plants.

ELD Standard

Use correct parts of speech, including correct subject/verb agreement.

ELA Standard

Identify and use regular and irregular verbs, adverbs, prepositions and coordinating conjunctions in writing and speaking.

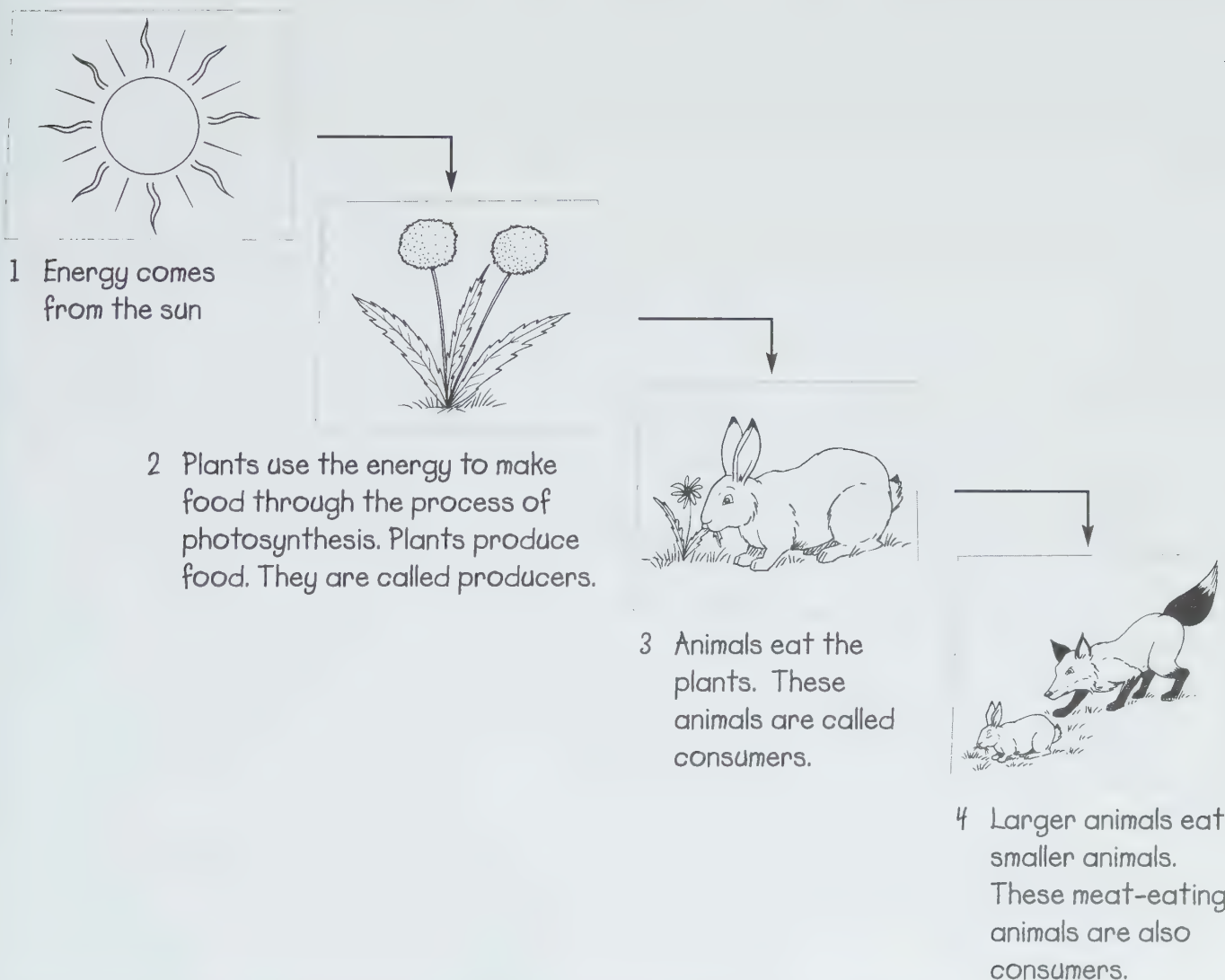
a Reading Diagrams

- Read and discuss the diagram.
- Ask and answer the questions with a partner using complete sentences.

A Food Chain

All living things need energy to stay alive. Animals get energy from food.

A food chain tells you the steps of how energy flows among a group of organisms.



ELD Standard

Read and identify text features, such as title, table of contents, chapters, headings, diagrams, charts, glossaries and indexes in written text.

ELA Standard

Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including diagrams and illustrations, topic sentences, important words, and foreshadowing clues.



1. What do all living things need to stay alive? _____

2. Where do animals get energy? _____

3. What does a food chain tell you? _____

4. Where does energy come from? _____

5. What is the second step in the food chain? _____

6. How do plants make food? _____

7. Plants produce food. What are plants called? _____

8. Animals eat the plants. What are animals called? _____

9. What is the third step in the food chain? _____

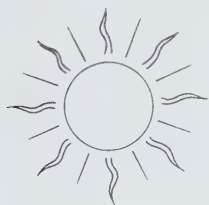
10. What is the last step in the food chain? _____

a Informative Writing

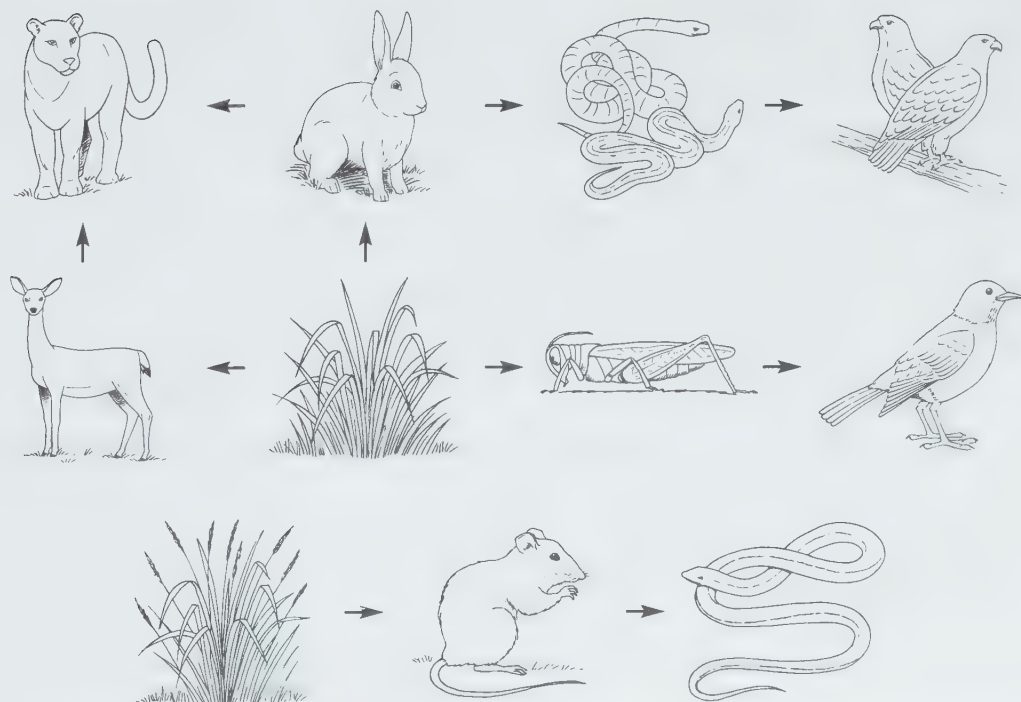
- Discuss the food web.
- Ask and answer questions about the food web with a partner.
- On a separate sheet of paper, write the sequence of events in complete sentences.
- Read your sentences to a partner.

The Food Web

A food web is a network of overlapping food chains. A food chain shows one population that eats or is eaten by another population. A food web shows how one population can be part of more than one food chain. It shows how each population in a community depends on all other populations.



Meadow Food Web



ELD Standard

Use drawings, pictures, lists, charts, and tables to respond, using simple sentences.

ELA Standard

Use traditional structures for conveying information (chronological order, cause and effect, similarity and difference, and posing and answering a question).

1. What animals eat the grass in this food web? _____

2. What animals eat the rabbit in this food web? _____

3. What animal eats the deer? _____

4. What animal eats the seeds? _____

5. What animal eats the mouse? _____

6. How many food chains are in this food web? Write out each food chain. _____

 Demonstrating Comprehension

The Fox and the Goat

An Aesop Fable

It was a sunny afternoon when a big, red fox was playing around a well. Suddenly, the fox had the bad luck of having his foot slip on a wet rock. The fox fell into the well. The water wasn't very deep but the well certainly was. He tried and tried but the fox could not get himself out.

All of a sudden, the fox heard a voice call, "What are you doing down there in the well, Mr. Fox?" He looked up. There stood his silly neighbor, Mr. Goat.

The fox's spirits rose. He felt hopeful. He had a chance of getting out.

"Oh, I'm just enjoying myself!" he exclaimed. "They say there will be no rain for a long while and this well will dry up. I am drinking my fill before that happens. Why don't you come down? The water's fine. I think you'd like it down here," said the fox.

The foolish goat didn't even stop to think. He jumped right in.

The fox, of course, wanted to use the goat for a ladder and jumped, at once, onto the goat's back. Then, he set one foot on the goat's horns and out he jumped.

"Goodbye, Mr. Goat," he called from above. "And next time, silly goat, look before you leap!"

1. If there had been more water in the well, the fox could probably have —
- ☐ floated to the top and reached for the edge
 - ☐ gotten more of his fur wet
 - ☐ been able to catch some fish
 - ☐ had more time to play with Mr. Goat
2. In this story, what is the fox's main problem?
- ☐ He is thirsty and can't get into the well.
 - ☐ He is playing where he is not permitted.
 - ☐ The water is deep in the well.
 - ☐ He has to figure out how to get out of the well.
3. What mistake does the goat make?
- ☐ He leaps into the well before thinking.
 - ☐ He helps the fox build a ladder.
 - ☐ He plays too close to the well.
 - ☐ He does not know how to swim.
4. Why did the fox end up in the well?
- ☐ He wasn't paying attention and he slipped.
 - ☐ He wanted to go swimming
 - ☐ He wanted to drink water before the well dried up.
 - ☐ He wanted to join his friend, Mr. Goat.
5. Which sentence tells the reader that the goat was not wise about his actions?
- ☐ The fox's spirits rose.
 - ☐ There stood his neighbor, Mr. Goat.
 - ☐ The foolish goat didn't even stop to think.
 - ☐ "Why don't you come down?"
6. The way the fox gets out of the well shows that the fox is —
- ☐ foolish
 - ☐ boring
 - ☐ tricky
 - ☐ spoiled

Demonstrating Comprehension

- Read the passage to a partner. Your partner sums up after each paragraph. Switch roles.
- Complete the main idea chart.
- Write a summary of the passage.

Orangutan

(1) Description of the Orangutan

The orangutan is an endangered species. The orangutan is the only great ape found in Asia. The orangutan is the largest living tree-dwelling ape.

Orangutan means "man of the woods" in the Malay language. The orangutan moves easily from tree to tree with its long powerful arms and hands. Its feet can easily grasp branches. The orangutan's reddish-brown coat is long and soft. It has small ears, a bulging snout and a high forehead. The average orangutan is about 40 inches tall and weighs between 85 and 220 pounds.



(2) Living and Eating Habits of the Orangutan

Orangutans spend most of their lives swinging from tree to tree. The orangutan eats mostly fruit but they also eat leaves, insects, bark, young birds and squirrels. Each night the orangutan builds a nest in a tree.

(3) Habitat

The orangutan lives in a variety of forest habitats. It is found only on the Southeast islands of Sumatra, which is part of the country of Indonesia. In the 1990s it was estimated that 12,000 to 20,000 orangutans existed in Borneo and another 9,000 lived in Sumatra.

(4) *Endangered Species*

The orangutan is an endangered species. It is in danger of becoming extinct. People have hunted the orangutan for food. The greatest threat to orangutans is that their habitat in the rain forest is being destroyed. Another threat is that they are often captured and held in captivity at zoos or sold as pets.

(5) *Conservation Measures*

People have established protected reserves and national parks to protect the orangutan. Orangutans are protected and safe when they live in these national parks.

Writing Prompt

Write a summary of this article including the main ideas and significant details.

Before Writing: Complete the main idea mapping chart.

After Writing: Use the writing checklist.

Have a partner use the writing checklist to edit your writing.

Read your summary to a partner.

Main Idea Mapping Chart

Section One

Detail

Detail

Detail

Section Two

Detail

Detail

Detail

Section Three

Detail

Detail

Detail

Section Four

Detail

Detail

Detail

Section Five

Detail

Detail

Detail

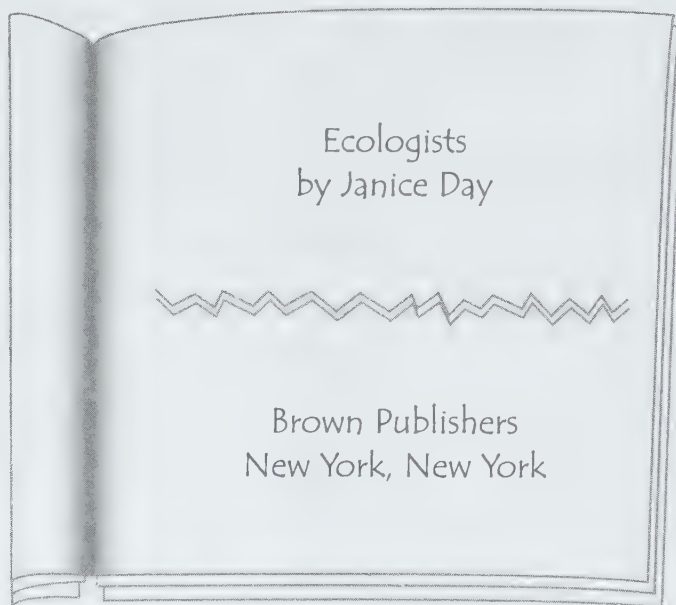
Parts of a Book

- Discuss the parts of a book below.
- Use the title page, glossary, and index below to answer each question.
- Read your answers to a partner.

Parts of a Book

Title page	the first page of a book; it tells the title, the author and the publisher of the book
Copyright page	page after the title page; it tells the date that the book was published
Table of Contents	lists the chapters and page numbers
Body	the main part of a book
Glossary	defines special words in a book
Index	lists topics alphabetically and page numbers where those topics can be found

Title Page



ELD Standard

Read and identify text features, such as title, table of contents, chapter headings, diagrams, charts, glossaries and indexes in written text.

ELA Standard

Use appropriate strategies when reading for different purposes (location of information).

Glossary

botany — the study of plants

ecologist — a scientist who studies the relationship of living and nonliving things

ecology — study of the relationships of living and nonliving things

zoology — the study of animals

Index

Botanist240

Botany210

Ecologist5

Ecology80

Zoologist90

Zoology115

■ Use the title page, glossary and index to answer each question.
Answer the questions in complete sentences.

1. What is the title of this book? _____
2. Who is the publisher of this book? _____
3. On what page can you find information about an ecologist? _____
4. What is the definition of an ecologist? _____

5. On what page can you find information about botany? _____
6. Who is the writer of the book? _____
7. What is the definition of zoology? _____

Fact vs. Opinion

- Read the poster on Earth Day to a partner.
- Answer the questions with a partner.

Earth Day Celebration

See the Best Exhibits in California
Learn about Preserving the Environment

When: Saturday, April 22

Where: Hillside Park

Cost: Free



- See the best exhibits on how to protect the environment.
- See the Earth Day posters which will be exhibited.
- View the Earth Day craft booths.
- Buy a homemade, healthy lunch at the Food Booth.
- Attend the auction for the world globe at 5:00 P.M.

ELD Standard

Read and orally identify examples of fact/opinion and cause/effect in literature and content area texts.

ELA Standard

Distinguish between cause and effect and between fact and opinion in expository text.

1. On the poster, which of these is an opinion?
- ☐ You can buy a homemade healthy lunch.
 - ☐ The cost is free.
 - ☐ You can see the best exhibits in California.
 - ☐ You can attend the auction at 5:00 P.M.
2. This poster was written in order to —
- ☐ tell about an Earth Day celebration
 - ☐ sell you a T-shirt
 - ☐ tell you how to design a poster
 - ☐ describe the Earth Day crafts
3. The poster does not tell you —
- ☐ where the Earth Day celebration is going to be held
 - ☐ when the Earth Day celebration will be held
 - ☐ the directions to Hillside Park
 - ☐ the time of the auction
4. Which type of activity will not be held on Earth Day?
- ☐ a poster viewing
 - ☐ an auction
 - ☐ a baseball game
 - ☐ a crafts booth
5. The auction will be at —
- ☐ 5:00 P.M.
 - ☐ 6:00 P.M.
 - ☐ 7:00 P.M.
 - ☐ 8:30 P.M.
6. On this poster, *exhibited* means —
- ☐ encouraged
 - ☐ shown
 - ☐ excited
 - ☐ cost

-
- Make up the details for four Earth Day events. Include: *What the event is about*, *where the event is being held*, *how much the cost is*, *who can attend* and *when the event is being held*.
 - Include both facts and opinions on your posters.
 - Read your posters on Earth Day to a partner.

EARTH DAY PICNIC

EARTH DAY PARADE

EARTH DAY GAMES

EARTH DAY EXHIBIT

Capitalization

- ✓ Begin the first, last and all important words with capital letters when you write the titles of books, magazines, newspapers, movies, stories and poems.

Environment magazine

(Do not capitalize the word *magazine*.)

The title of the book is Food Chains. The title of the book is Animals in the Forest.

(Titles of books and magazines are underlined.)

The words *in* and *the* are not important words in the book title. Therefore, you do not capitalize them.

- ✎ Write each sentence over correctly, putting in the capital letters for titles of magazines, books, newspapers and poems.

1. The title of the magazine is environmentalist.

2. Where is the book with the title government and the environment?

3. The name of the newspaper is bald eagle.

4. This is a copy of wildlife magazine.

5. I am reading the book, preserving the environment.

ELD Standard

Use capital letters for proper nouns.

ELA Standard

Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.

6. The ecologist likes the book conservation.

7. Animals of the rain forest is Miguel's favorite poem.

8. A good book about nature is exploring the oceans.

9. The name of the magazine is habitat.

10. Carlos likes to read nature magazine.

11. The forest ranger reads the book rain forests.

12. Some people in Arizona buy the magazine deserts.

13. Raul's favorite movie is knights in the jungle.

a Prefixes

■ Review prefixes.

- ✓ A prefix is a word part that is added to the beginning of a word.
- ✓ A prefix changes the meaning of the base word.

Prefix	Meaning	Example
re	again, back	<u>re</u> use (use again)
un	not, opposite of	<u>un</u> kind (not kind)
dis	not, opposite of	<u>dis</u> obey (do not obey)
mis	incorrectly	<u>mis</u> place (place incorrectly)
pre	before	<u>pre</u> cooked (cooked before)

■ Underline the words with a prefix in each sentence. Read the sentences to a partner.

1. The boy is going to untie the papers and put them in the recycling bin.
2. We recycle paper in our neighborhood.
3. The store has people prepay for the cost of glass bottles.
4. We want to reuse the newspapers.
5. Miguel misplaced the box of aluminum cans to be picked up for recycling.
6. The plastic bottles are sent to a recycling center.
7. The man dislikes people who waste paper.
8. The students were pretaught the value of recycling before they visited the recycling center.
9. Where are the misprinted newspapers for the recycling center?
10. The mayor is unveiling a plan for reducing trash.

ELD Standard

Spell correctly roots, inflections, suffixes, prefixes and one-syllable constructions.

ELA Standard

Spell correctly roots, inflections, suffixes, prefixes and one-syllable constructions.

Write the definition for each word. Use each word in a sentence.

1. reuse _____

2. recycle _____

3. unkind _____

4. disobey _____

5. precook _____

6. mispronounce _____

Demonstrating Comprehension

Read the questions first, then read the passage to a partner. Your partner sums up what you have read. Switch roles. Answer the questions with a partner.

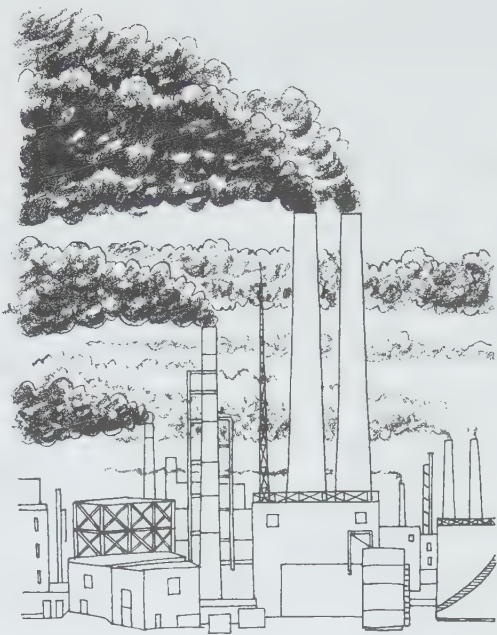
Air Pollution

(1) What is air pollution? It is the contamination of the air in our environment. Humans cause air pollution by burning fossil fuels. Fossil fuels include coal, oil, natural gas and gasoline. Cars, buses, trucks and planes burn these fuels, as do many homes and power plants. The waste products from burning these fuels contaminate the environment by adding pollution to the air.

(2) Burning trash contributes to pollution by adding smoke to the air. Dust from plowed fields causes pollution in the air. Dust also comes from construction sites and mines. Factories pollute the environment by adding chemical waste to the air.

(3) Other causes of air pollution are volcanoes that erupt and shoot gases and particles into the air. Forest fires and grass fires spread smoke over great distances.

(4) All of these air pollutants build up into thick clouds called smog. Smog is a mixture of smoke and fog. Smog irritates the eyes, nose and throat. People with breathing problems have died from heavy smog.



ELD Standard

Read and orally identify the main ideas and use them to draw inferences about written text, using simple sentences.

ELA Standard

Read narrative and expository text aloud with grade-level fluency and accuracy and with appropriate pacing, intonation and expression.

1. This article was written in order to —

- ☐ tell you how to prevent pollution
- ☐ sell you a product for smog prevention
- ☐ give you information about air pollution
- ☐ describe a place

2. Humans cause air pollution by —

- ☐ jogging through the park
- ☐ burning fossil fuels
- ☐ walking
- ☐ living in homes

3. In Paragraph 4, the writer says smog —

- ☐ is caused by forest fires
- ☐ is the cause of air pollution
- ☐ is blown away by ocean breezes
- ☐ irritates the eyes, nose and throat

4. The ideas in Paragraph 2 are arranged to show —

- ☐ how burning trash, dust and chemical waste contribute to pollution
- ☐ how water becomes polluted
- ☐ how smog is created
- ☐ how volcanoes erupt

5. What should you do if you are asked to skim this article?

- ☐ reread the whole article carefully
- ☐ make an outline of the article
- ☐ try to remember details
- ☐ look through the article quickly

6. In this passage pollution means —

- ☐ paper recycling
- ☐ fossil fuels
- ☐ the contamination of the air in our environment
- ☐ the erupting of a volcano

Writing a Summary

Writing Prompt

- On a separate sheet of paper, write a summary of this article on air pollution, including the main idea and significant details.

Before Writing: Complete the main idea mapping chart.

Write the main idea and significant details for each paragraph.

Write a summary of the article.

After Writing: Use the writing checklist.

Have a partner use the writing checklist to edit your writing.

Read your summary to a partner.

Paragraph One

Main Idea

Detail

Detail

Detail

Paragraph Two

Main Idea

Detail

Detail

Detail

ELD Standard

Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms.

ELA Standard

Write summaries that contain the main idea of the reading selection and the most significant details.

Paragraph Three

Main Idea

Detail

Detail

Detail

Paragraph Four

Main Idea

Detail

Detail

Detail

a Demonstrating Comprehension

- Read the questions first.
- Read the contest rules.
- Answer the questions. Read your answers to a partner.

Become an Author for Great Car magazine Write an Essay on How to Prevent Smog

Sponsored by the Mato Car Company
The Best Car Company in the World



How to Enter:

1. Write an essay on how to prevent smog.
The essay must be 300 words or fewer.
2. Students in grades 4–6 may enter.
3. Students must live in California, Texas or Florida.
4. Each student can mail in only one essay.
5. Essays must be mailed on or before May 1.
6. Three winners will be chosen. Their essays will be published in Great Car magazine. Each winner will receive \$100.
7. Winners will be announced on May 15.
Awards will be given out on June 4.

ELD Standard

Generate and respond to comprehension questions related to the text.

ELA Standard

Use appropriate strategies when reading for different purposes.

1. You cannot enter the contest if you live in —

- ☐ California
- ☐ Arizona
- ☐ Texas
- ☐ Florida

2. Which of these is not important to the contest?

- ☐ what grade you are in
- ☐ where you live
- ☐ how long your essay is
- ☐ whether you have a computer

3. Your chances of winning are better if —

- ☐ you are at least 16 years old
- ☐ you send in a poster instead of an essay
- ☐ you have done research on how to prevent smog
- ☐ you have nice handwriting

4. Which is the last date you can mail the article?

- ☐ May 1
- ☐ April 1
- ☐ June 15
- ☐ June 4

5. How many essays can you send in?

- ☐ one
- ☐ two
- ☐ three
- ☐ five

6. Why is the Mato Car Company having this contest?

- ☐ to interest teachers in buying magazines
- ☐ to convince students not to drive
- ☐ to interest students in preventing smog
- ☐ to sell T-shirts to students

B Writing Informational Reports

Writing Prompt

- Write an essay on “How to Prevent Smog” for Great Car magazine. Follow the rules of the contest.

Before Writing: Make a mind map on how to prevent smog.

After Writing: Use the writing checklist.

Have a partner use the writing checklist to edit your work.

Read your essay to a partner.

**ELD Standard**

Begin to use a variety of genres in writing.

ELA Standard

Write informational reports. Frame a central question about an issue or situation.

How to Prevent Smog

by _____

Demonstrating Comprehension

- Read the questions first, then read the passage to a partner. Your partner *sums up*. Switch roles. Answer the questions.

Community River Park

To the Editor:

I have noticed that there is a litter problem at the Community River Park. Whenever I go with my family to the park to have a picnic, I notice there are empty cans and broken bottles strewn all over the grass. The remains of food are left on picnic tables. There are also non-biodegradable cups, cans and paper plates that are thrown in the river. My family always has to clean the picnic area of all this garbage before we can have a picnic. I don't think it is fair for people to treat public property this way.

I can think of a few things that might help. First, I think a newspaper story with pictures should show and discuss the mess that is left in the Community River Park every day. Next, I think the city should begin giving fines to people who throw their cans and bottles on the grass or in the river rather than in the trashcan.

I hope the people in the town will realize that Community River Park was created for everyone to enjoy. People must clean up after themselves to keep the park in the best condition.

Sincerely,
Susan Cromber



1. This letter is mainly about —

- ☐ a picnic at the park
- ☐ the recycling program at the park
- ☐ the people who live next to Community River Park
- ☐ the problems at the Community River Park

2. Why did Susan Cromber write this letter?

- ☐ to tell how great the conditions were at Community River Park
- ☐ to offer some solutions on how to improve conditions at Community River Park
- ☐ to tell about a day in the park
- ☐ to tell people what to bring on a picnic

3. In this letter, strewn means —

- ☐ stepped
- ☐ thrown
- ☐ straightened
- ☐ recycled

4. The emotion expressed in this letter is —

- ☐ happiness
- ☐ anger
- ☐ sympathy
- ☐ apathy

5. Which of the following was not one of the problems that Susan Cromber identified in her letter?

- ☐ The remains of food are being left on the picnic tables.
- ☐ Paper plates are getting thrown in the river.
- ☐ The restrooms are dirty.
- ☐ Empty bottles are strewn all over the grass.

6. Susan wrote this letter to the editor because —

- ☐ she wants to sail her boat in the river
- ☐ she is running for mayor
- ☐ she wants to become a park ranger
- ☐ she wants people to respect public property

b Persuasive Writing

Persuasive Writing

- ✓ Persuasive writing tries to convince or persuade someone to do something or think in a certain way. Persuasive writing is seen in advertisements, book reviews, commercials, editorials and campaign speeches.
- ✓ These are some rules to think about when you write a persuasive article:
 1. State or summarize important facts.
 2. State your opinion.
 3. State reasons in support of your opinion.
 4. State what you want done.

- ✱ Make a mind map to show the reasons why the library should be open on Sundays.



Writing Prompt

Write a letter to the editor persuading the city to keep the libraries open on Sundays.
Use the ideas from your mind map.

To the Editor:

Sincerely,



Singular Possessive Nouns

✓ A noun is the name of a person, place or thing.

✓ List five nouns.

✓ A possessive noun shows who or what owns something.

✓ A singular noun that shows something that belongs to someone is called a singular possessive noun.

✓ Add an apostrophe s ('s) to form the possessive of a singular noun.

The pollution of the soil

The soil's pollution

The pollution of the ocean

The ocean's pollution

✓ Write the possessive form of each singular noun.

- | | |
|---------------------------------------|---------------------|
| 1. the pollution of the soil | the _____ pollution |
| 2. the pollution of the ocean | the _____ pollution |
| 3. the pollution of the air | the _____ pollution |
| 4. the report of the environmentalist | the _____ report |
| 5. the pollution of the river | the _____ pollution |
| 6. the pollution of the water | the _____ pollution |

ELD Standard

Edit writing for basic conventions.

ELA Standard

Use parentheses, commas in direct quotations and apostrophes in the possessive case of nouns and in contractions.

Write the correct possessive form of each underlined noun.

1. That (river) _____ pollution is due to toxic waste.
2. The (water) _____ pollution was caused by throwing chemicals and oil into it from the factory.
3. The (air) _____ contamination is due to the emission of hazardous wastes from industry.
4. The (boy) _____ illness was caused by water polluted by pesticides.
5. The (ocean) _____ fish died from eating polluted plankton.
6. The (man) _____ illness is due to eating polluted clams.
7. The (environmentalist) _____ book is about pollution caused by farming.
8. The (air) _____ pollution makes people's eyes burn.
9. Where is (Bob) _____ book Preventing Pollution?

a Cause and Effect

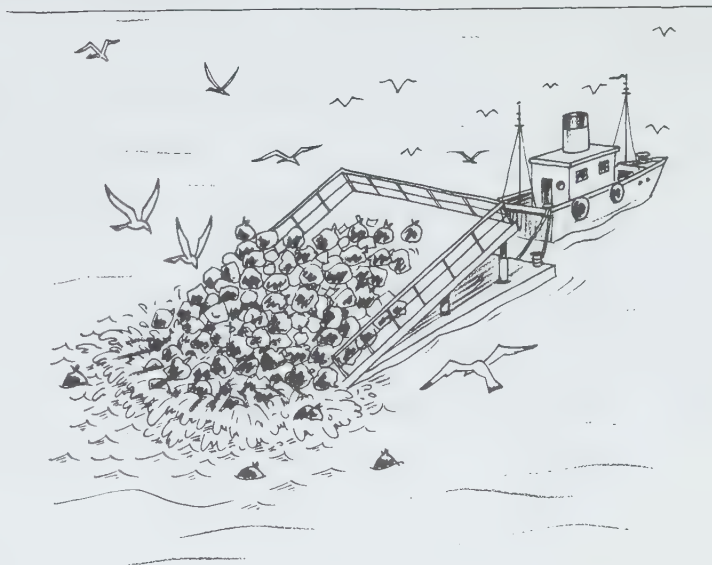
- Read the passage below to a partner. Talk about the cause and effect of dumping toxic waste into the ocean.
- Read the articles on pages 270 and 271 to a partner. Think about the viewpoints presented.
- Write the cause and effect statements on pages 270 and 272.
- On a separate sheet of paper, write a paragraph about the viewpoint you agree with. Use the writing checklist to edit your work.
- Read your paragraph to a partner.

Should Toxic Waste Be Dumped into the Ocean?

The U.S. creates tons of toxic waste every year. How to dispose of this waste is a question that puzzles government officials, businesses and private citizens.

Burying waste is dangerous because it can leak out of barrels and contaminate the water supply.

Burning the toxic waste leads to dangerous toxic fumes in the environment. The next two articles give two viewpoints about dumping toxic wastes into the ocean.



ELD Standard

Read and orally identify examples of fact/opinion and cause/effect in literature and content area texts.

ELA Standard

Compare and contrast information on the same topic after reading several passages or articles. Distinguish between cause and effect and between fact and opinion in expository text.

Viewpoint #1

The Ocean Can Be Used to Dump Toxic Wastes

The ocean makes a perfect trash basket. It is self-cleaning and can cope with pollution. Toxic particles are carried to the bottom of the ocean where they do not return to the land. The ocean is able to absorb and dilute pollutants without harming plants or people.

Everything can't be thrown into the oceans, but we can throw in those toxic wastes that are most dangerous to the land since they won't harm the ocean.

There is no better place to dump wastes than in the ocean.

Cause

Toxic wastes need to be dumped somewhere.

Effect

Cause

The ocean makes a perfect trash basket.

Effect

Viewpoint #2

Protecting the Ocean from Hazardous Waste

Environmentalists have long been concerned with protecting the ocean. Two events made the world aware of the danger of ocean pollution. One was a supertanker that sank and spilled 118,000 tons of oil into the ocean off the shore of England. The second was a blowout of an oil well in January, 1969 in Santa Barbara, California. Ten billion gallons of oil spilled out. In both cases many sea animals and birds died and beaches were covered with muck.



In addition to oil spills, the dumping of toxic wastes into the ocean is a serious problem. Toxic wastes are a mixture of chemicals and heavy metal. Even small amounts of toxic waste can be dangerous. These toxic wastes contaminate the tiny animals called plankton. Animals like fish, lobsters and clams eat the plankton and are also contaminated. Fishermen catch these contaminated fish. Humans eat the contaminated fish and become sick. Toxic waste can cause higher rates of cancer and serious birth defects. Ocean pollution causes serious problems, both for sea animals and people.

Cause

Oil is spilled in the ocean.

Effect on Sea Animals

Cause

Toxic waste is dumped into the ocean.

Effect on Sea Animals

Cause

Effect on People

People get sick from eating contaminated fish.

Compare and contrast the two viewpoints.

On a separate sheet of paper, write a paragraph stating which viewpoint you agree with. Give the reasons, using evidence from causes and effects, for why you support this viewpoint.

Using Quotation Marks

Read about the use of quotation marks to show a speaker's exact words.

✓ Use quotation marks to show a speaker's exact words.

Dad said, "Jet airplanes cause noise pollution."
Mary said, "Noise pollution is the contamination of our environment by loud noises."
"What does noise pollution do to people?" asked Carlos.

✓ Never use quotation marks when you do not use the speaker's exact words.

Mom hates noise pollution.

✓ Never use quotation marks around words that tell who is speaking.

"I don't like loud noises," said Maria.
NOT
"I don't like loud noises, said Maria."

Rewrite each sentence. Add quotation marks where they belong.
Read the sentences to a partner.

1. What does noise pollution do to people? asked Pat.

2. Sounds from road traffic cause noise pollution, said Dad.

3. Carol said, I think there is noise pollution at rock concerts.



4. Bob said, Lawnmowers cause noise pollution.

5. Can noise pollution damage your hearing? asked Mark.

6. Noise pollution can cause hearing loss and stress, said Dan.

7. What are the things that cause noise pollution? asked Fred.

8. Leaf blowers and boom boxes cause noise pollution, said Lupe.

9. Bulldozers, cars and trucks contribute to noise pollution, said the teacher.

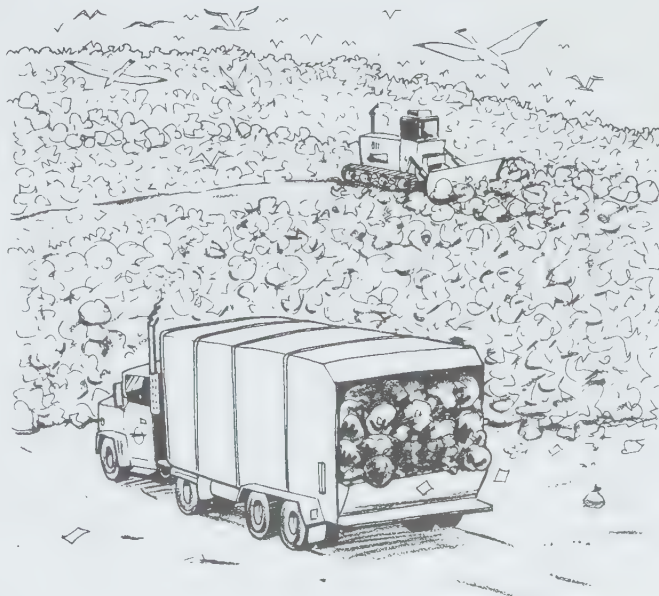
10. What can we do to prevent noise pollution? asked Marcos.

Demonstrating Comprehension

- Read the story “What Happens to Trash” to a partner.
Your partner *sums up* what the story is about. Switch roles.
- Answer the questions. Write a short summary. Read your summary to a partner.

What Happens to Trash

- (1) Trash from people’s houses is collected by garbage trucks. The trash is taken to the local garbage disposal center, or the *dump*. There it is joined by garbage that was thrown out from schools, parks, libraries, shopping malls and restaurants. One day’s garbage in the United States weighs more than 100 million tons. The trash can fill 50,000 garbage trucks.
- (2) The trash at the garbage disposal centers is either buried or burned. It is buried in landfills. It is tipped into big holes or hollows in the ground. There are more than 5,000 landfill sites in the United States. Some garbage is burned in huge incinerators. The leftover ashes are put into landfills. Burning garbage produces smoke, gases and fumes. Burning garbage can produce pollution. That’s why there are laws that demand that incinerators have filters to remove bad substances.



ELD Standard

Read and orally identify examples of fact/opinion and cause/effect in literature and content area texts.

ELA Standard

Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information).

1. This article was written in order to —
- ☐ sell you a truck
 - ☐ describe a garbage truck
 - ☐ give you information
 - ☐ tell you how to do something
2. In this article, *landfill* means —
- ☐ a place where garbage is recycled
 - ☐ a place where there's an ocean
 - ☐ a place where garbage is buried
 - ☐ a place where there are hills
3. The ideas in paragraph 2 are arranged to show —
- ☐ how garbage is transported
 - ☐ where to find a garbage dump
 - ☐ how many garbage trucks are in the U.S.
 - ☐ that trash is either buried or burned at garbage disposal centers
4. What do you do if you are asked to skim this article?
- ☐ look the article over quickly
 - ☐ re-read the article carefully
 - ☐ make an outline
 - ☐ take notes
5. In paragraph 2, the writer says that burning garbage may cause —
- ☐ landfills not to be needed
 - ☐ the need for more trucks
 - ☐ good health
 - ☐ pollution
6. The trash at garbage disposal centers is either —
- ☐ carried or thrown away
 - ☐ buried or burned
 - ☐ washed or burned
 - ☐ trucked or buried

Write a summary of this article. Include the cause and effect of burning garbage.

Using Quotation Marks

- Review the use of quotation marks.

- Use quotation marks to show a speaker's exact words.

The scientist said, "We must protect the ozone layer."

- Never use quotation marks around words that tell who is speaking.

"I do research," said the scientist.

- Do not use quotation marks when you do not use the speaker's exact words.

The scientist said he is studying the ozone layer.

- Rewrite each sentence. Add quotation marks where they belong.
Read the sentences to a partner.

- The ozone layer is a region of the atmosphere located 12 to 30 miles above the earth's surface, said the scientist.

- Ozone forms by the action of sunlight on oxygen, said the scientist.

- Does the ozone layer protect people from the sun's ultraviolet radiation? asked Marcos.

ELD Standard

Edit writing for basic conventions.

ELA Standard

Use parentheses, commas in direct quotations and apostrophes in the possessive case of nouns and in contractions.

4. How do air conditioners damage the ozone layer? asked Miguel.

5. The ozone layer acts as a filter for the sun's rays, said Carlos.

6. The ozone layer protects the earth and people from the sun's harmful ultraviolet radiation, said Jose.

7. A treaty to protect the ozone layer was signed in 1987, said Maylee.

8. Larry asked, Why do we need to protect the ozone layer?

9. George said, The ozone layer protects the earth.

10. Marisol said, Chemicals used in aerosol hair sprays could damage the ozone layer.

Name _____

Date _____

Writing a Letter

Make a mind map of all the things at the school that cause pollution (trash, garbage, milk cartons, papers, glass bottles, cans, noise, etc.).

Causes of Pollution
at School

Write a letter to the principal, telling him or her your suggestions on preventing school pollution. Tell him or her what you think needs to be done to clean up the school.

Date _____

Dear _____,

Sincerely,

ELD Standard

Given a model, write a friendly letter.

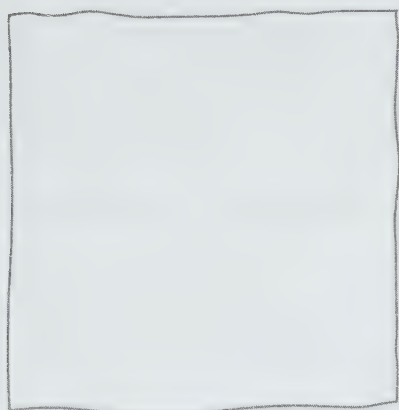
ELA Standard

Write personal and formal letters, thank-you notes, and invitations.

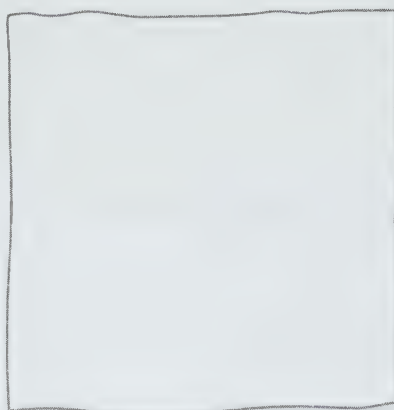
Writing a Narrative

- Write a narrative of how garbage goes from your trash container to a landfill and then is burned or buried.

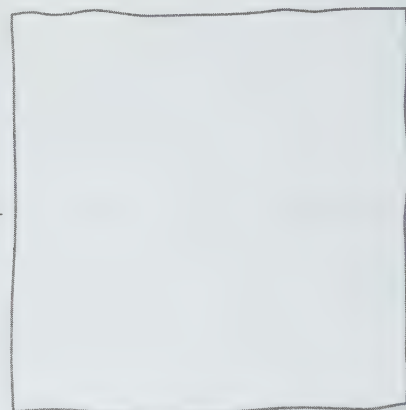
1. Draw pictures to illustrate the text in each box below.
2. Write the story.
3. Use the writing checklist. Have a partner use the checklist to edit your work.
4. Read your narrative to a partner.



A garbage truck picks
up garbage.



The truck takes the
garbage to the garbage
disposal center.



The garbage is buried
in a landfill or burned
in an incinerator.

The garbage is picked up by a garbage truck. Then it is _____

Writing Sentences of Fact and Opinion

✓ A fact is a statement that is true.

✓ An opinion is what someone thinks or feels.

I go to school.

fact

My school is the best school in the state.

opinion

✱ Read the sentences below. Then write fact beside the sentences that are facts.
Write opinion beside the sentences that are opinions.

1. _____ Water from rivers is a natural resource.

2. _____ Televisions are a man-made resource.

3. _____ Fruit from fruit trees is a natural resource.

4. _____ The apples from my apple tree are the best in the state.

5. _____ Summer is the best season of the year.

✱ Now write three facts about your school. Then write three opinions about your school.
Write each fact and opinion in a complete sentence.

Fact: _____

Fact: _____

Fact: _____

Opinion: _____

Opinion: _____

Opinion: _____

ELD Standard

Read and orally identify examples of fact/opinion and cause/effect in literature and content area texts.

ELA Standard

Distinguish between cause and effect and between fact and opinion in expository text.

Demonstrating Comprehension

- Read the questions first.
- Read the passage to a partner. Your partner *sums up* what the passage is about. Switch roles.
- Answer the questions.

California Agriculture

California is the leading agricultural state in the United States. The Central Valley of California has some of the richest farmland in the world. It stretches for 450 miles through the state. The Central Valley region is home to more than half of California's farms. Flat land makes it easy to plant fields. The valley's soil is very fertile, or good, for growing crops. Water from the California rivers helps make crops grow. Fields of lettuce, artichokes, garlic, onions, cantaloupes and watermelons can be seen throughout the Central Valley. California's fruits and vegetables are the tastiest in the world.



There is also a plethora of orchards in the Central Valley. California farmers raise four out of every five peaches grown in the United States. Some other types of orchards in the Central Valley are plums, oranges, grapefruit, cherries, pears and persimmons. Nuts are also grown in the Central Valley. Almond and walnut trees can be seen in great numbers throughout the valley.

Agriculture is the number one industry in California. California farmers grow more than half of all the fruits, vegetables and nuts eaten in the whole United States.

ELD Standard

Describe main ideas and supporting details of a text. Read and orally identify examples of fact/opinion and cause/effect in literature and content area texts.

EIA Standard

Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information). Distinguish between cause and effect and between fact and opinion in expository text.

1. This article is mainly about —
☐ regions of California
☐ farmlands in the United States
☐ orchards
☐ the Central Valley in California
2. In this story, plethora means —
☐ a lot
☐ a few
☐ two
☐ one thousand
3. All of these are grown in orchards except —
☐ tomatoes
☐ plums
☐ peaches
☐ apples
4. The number one industry in California is —
☐ manufacturing
☐ agriculture
☐ tourism
☐ electronics
5. Which of these is an opinion in this article —
☐ The valley's soil is very fertile.
☐ California's fruits and vegetables are the tastiest in the world.
☐ California is the leading agricultural state in the United States.
☐ Flat land makes it easy to plant fields.
6. This article does not tell you —
☐ how many miles the Central Valley stretches across the state
☐ the types of orchards in the Central Valley
☐ that half of the vegetables and fruits eaten in the United States are grown in California
☐ how many plum trees are in the Central Valley

Descriptive Writing

Descriptive Writing

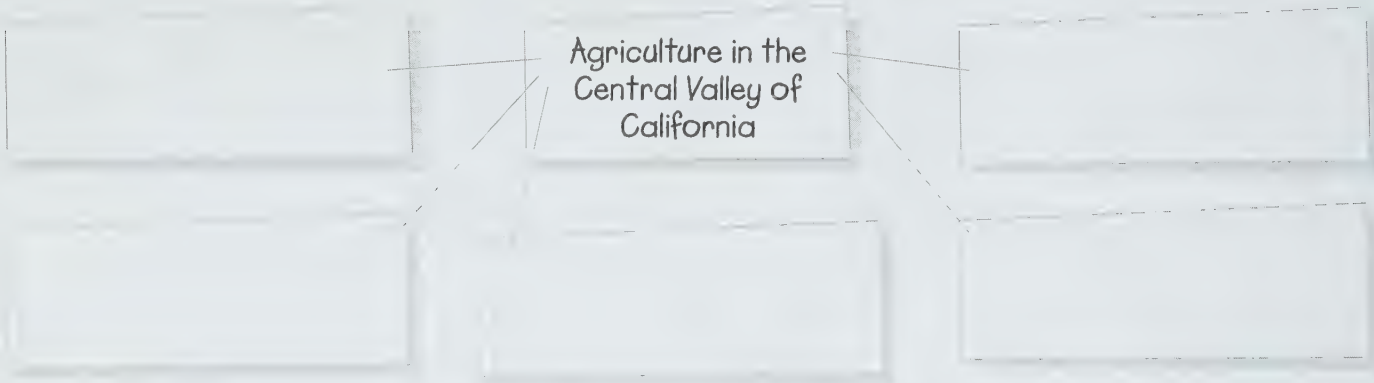
Descriptive writing tells how something looks, feels, sounds, smells and tastes.

Writing Prompt

- Write a paragraph to summarize the story on agriculture in the Central Valley of California.

Before Writing: List the main ideas in the article on the mind map.

After Writing: Use the writing checklist. Read your story to a partner.



a

Suffixes

- ✓ A suffix is a word part that is added to the end of a base word.
- ✓ A suffix changes the meaning of the base word to which it is added.

Suffix	Meaning	Example
-ly	in the manner of	<i>quickly</i> (in a quick manner)
-er	one who does	<i>hiker</i> (one who hikes)
-ful	full of	<i>careful</i> (full of care)
-less	without	<i>treeless</i> (without trees)

Underline the word with the suffix in each sentence. Read the sentences to a partner.

1. The hiker saw a bear in the forest.
2. You must be careful to put out fires at your campsite.
3. The spotted owl flies quickly over to a tree.
4. That area of the forest has burned down. It is treeless.
5. The man walked quietly through the forest.

Write the meaning of the five words with suffixes.
On a separate sheet of paper, use each word in a sentence. Read the sentences to a partner.

1. quickly _____
2. treeless _____
3. hiker _____
4. careful _____
5. quietly _____

Writing Summaries

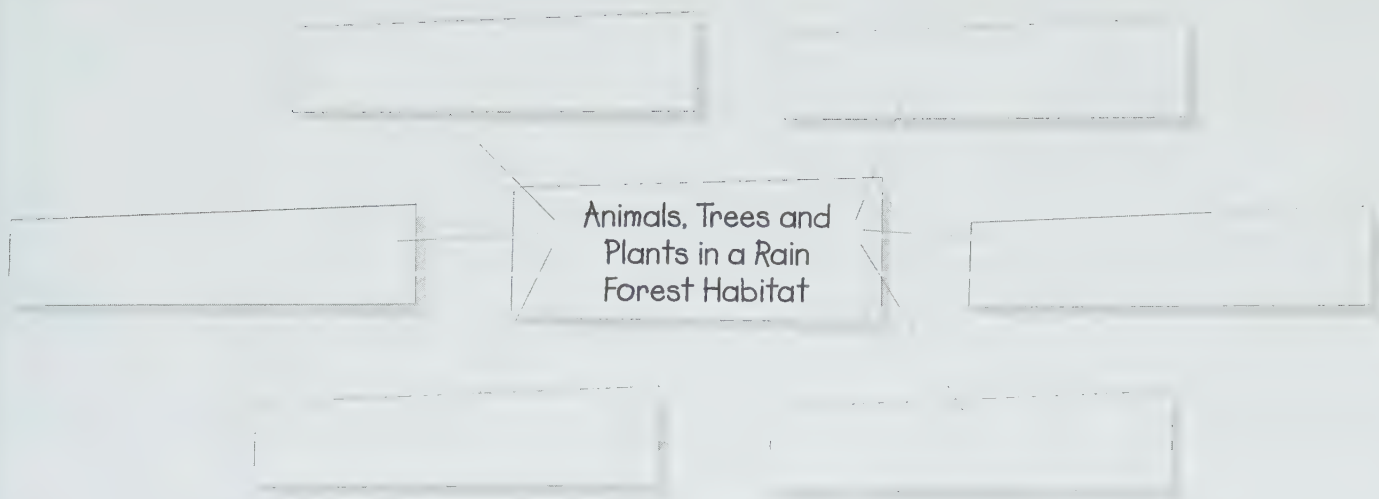
- ✓ A habitat is a place where people or animals live.

- With a partner, make a mind map of all the things you can find in a city habitat.



- Write a summary of all the things that you can find in a city habitat.
Read your summary to a partner.

- With a partner, make a mind map of all the animals, trees and plants that you can find in a rain forest habitat.



- Write a summary of all the animals, trees and plants you can find in a rain forest habitat. Read your sentences to a partner.

- With a partner, make a mind map of all the animals, trees and plants that you can find in a desert habitat.



- Write a summary of all the animals, trees and plants that you can find in a desert habitat. Read your sentences to a partner.

Using Contractions

✓ A contraction is a shortened way of writing two words.

An apostrophe (') takes the place of one or more letters that are left out in the two words.

Examples of Contractions

is not = isn't	does not = doesn't
are not = aren't	do not = don't
has not = hasn't	can not = can't
have not = haven't	will not = won't

✱ Write a contraction in each sentence for the two underlined words.
Read the sentences to a partner.

1. Bananas are not _____ the only food products that are grown in a rain forest.
2. The mahogany from the rain forest does not _____ crack easily.
3. Black pepper from the rain forest does not _____ always make you sneeze.
4. You can not _____ grow coffee beans in California.
5. We have not _____ ever tasted a pineapple grown in the rain forest.
6. He has not _____ visited the rain forest in Peru.

ELD Standard

Spell correctly one-syllable words that have blends, contractions, compounds and orthographic patterns.

ELA Standard

Use parentheses, commas in direct quotations and apostrophes in the possessive case of nouns and in contractions

- Write the contractions for the following words. Write a sentence, using each contraction.
Read the sentences to a partner.

1. is not _____

2. do not _____

3. can not _____

4. will not _____

5. are not _____

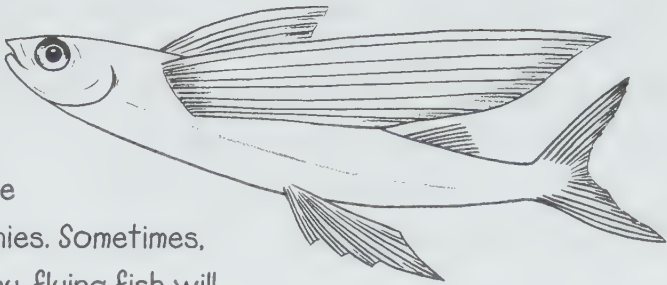
6. have not _____

a Demonstrating Comprehension

- Predict with a partner what a flying fish and a frogfish look like.
- Read the questions first. Your partner *sums up* after each paragraph.
- Answer the questions.

Flying Fish

Did you know that certain fish could fly? Birds and insects aren't the only animals that can fly. Flying fish live in the ocean. They swim near the surface of the water in large schools or companies. Sometimes, while playing or escaping an enemy, flying fish will spring out of the water, spread their fins and fly, skip or sail through the air. The flight of a flying fish ends in a fall with a splash. When these fish are in the air they look like large dragonflies. They are blue on top and silvery underneath. When a ship is passing through a school of flying fish, they spring up into the air like grasshoppers in a meadow. You can hear the humming of their long fins, which are set like the wings of an airplane. They often fly across the deck of a ship and the sailors catch them with their caps. A flying fish has four fins coming out of its shoulders. These fins look very strong and are almost as long as the fish. Flying fish lay their eggs in the sea. The young fish, which are no bigger than grasshoppers, live in the seaweed and dart up and down the paths of the sea gardens. They dine on small animals and smaller fish in the sea. Flying fish have natural enemies such as sharks, whales and other large fish. In order to escape these foes, they have developed the power to leave the water and sail for a short distance through the air. It seems strange to think of fish flying but this is one of the many ways nature provides for the protection of its creatures.



ELD Standard

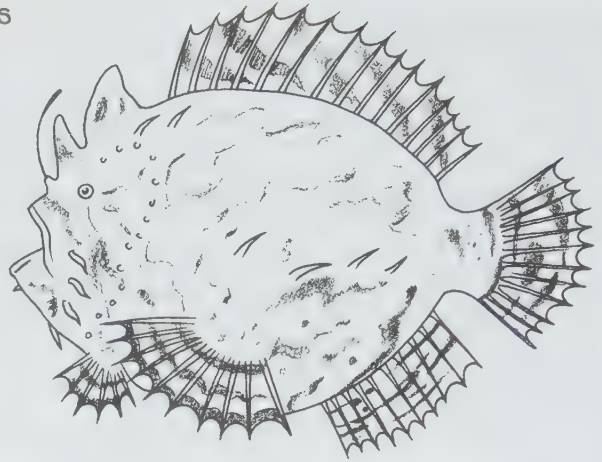
Read and orally identify the main ideas and use them to draw inferences about written text, using simple sentences.

ELA Standard

Make and confirm predictions about text by using prior knowledge and ideas presented in text, including illustrations, subheadings, important words and foreshadowing clues.

Frogfish

- (1) The frogfish, which lives in seaweed, is colored to look like its home. Frogfish are pale yellow with dark brown bands. This fish is such an odd looking creature that it is sometimes called the *clown of the sea*. Frogfish do not live together like the flying fish do. The frogfish lays its eggs in a jelly-like mass, which floats upon the water until the young hatch.



- (2) Frogfish are very quarrelsome. They do not always wait for their food to float by. They sneak up on smaller sea animals and leap upon them as quickly as a tiger. The smaller fish may dodge and swim away but the frogfish follows and, with an open mouth, gulps down its prey.
- (3) The frogfish's wide mouth enables it to swallow fish much larger than itself. Frogfish even eat each other. These fish are sometimes called cannibals because they eat each other. People do not eat frogfish.

-
1. According to the author, which of these are unusual animals?

- ☐ sharks
- ☐ flying fish
- ☐ grasshoppers
- ☐ whales

- 2. Flying fish have developed the ability to leave the water and sail for a short distance in the air in order to —
- ☐ act like a cannibal
- ☐ catch big fish
- ☐ escape from their enemies
- ☐ fly across ships' decks

3. What are these passages mainly about?

- ☐ how frogfish eat each other
- ☐ unusual fish
- ☐ flying fish
- ☐ the ocean

4. What does paragraph 3 say about the frogfish's wide mouth?

- ☐ It enables the frogfish to swallow only catfish.
- ☐ It enables the frogfish to swallow fish much smaller than itself.
- ☐ It enables the frogfish to drink seaweed water.
- ☐ It enables the frogfish to swallow fish much larger than itself.

5. What do you think would be the setting for a story about unusual fish?

- ☐ a desert
- ☐ a park
- ☐ an ocean
- ☐ a jungle

6. Why do people use the term "frogfish"?

- ☐ Because frogfish look like a frogs.
- ☐ Because fogfish look like seaweed.
- ☐ Because frogfish swim alone, not in schools.
- ☐ Because frogfish eat other frogfish.

b Descriptive Writing

Descriptive Writing

Descriptive writing tells how something looks, feels, smells, sounds and tastes.
It paints a word picture.

Writing Prompt

Write a paragraph to describe a flying fish and a frogfish.

Before Writing: Make a mind map using adjectives or descriptive words to describe the flying fish and the frogfish.

Write a description of the flying fish and the frogfish.

After Writing: Use the writing checklist. Read your description to a partner.

The image shows two identical mind map templates. The first template is for 'Flying Fish' and the second is for 'Frogfish'. Each template consists of a central rectangular box with the animal's name. Eight lines radiate from the central box to eight surrounding rectangular boxes, intended for students to write descriptive words or adjectives.



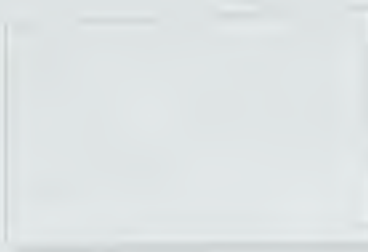
The flying fish is

The frogfish is

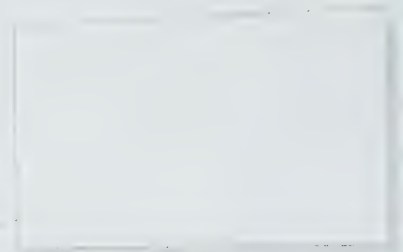
Descriptive Writing

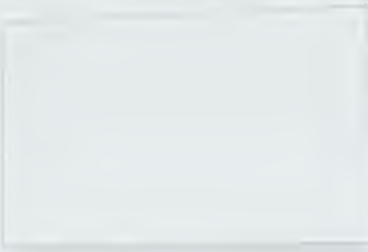
There are open spaces of land in some environments. Factories and housing are often built in open spaces. Once open spaces are gone, they are nearly impossible to replace.

-  Think of the open spaces in the environment or habitat where you live.
In each box draw a picture of something that can be built on open spaces.
On the lines under each picture, write a description.

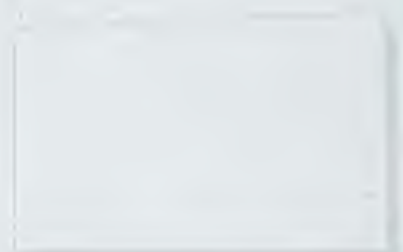


These are some
things that can be
built on open
spaces.









Word Families, Spelling Friends _or_, _oy_, _oo_

- Read the words on the chart.

<u>_or_</u>	<u>_oy_</u>	<u>_oo_</u>
<u>more</u>	<u>boy</u>	<u>moon</u>
<u>tore</u>	<u>Roy</u>	<u>soon</u>
<u>bore</u>	<u>joy</u>	<u>spoon</u>
<u>core</u>	<u>soy</u>	<u>balloon</u>
<u>chore</u>	<u>annoy</u>	<u>bloom</u>
<u>shore</u>	<u>enjoy</u>	<u>cartoon</u>
<u>store</u>	<u>toy</u>	<u>noon</u>

- Read the words in the chart below.
 Complete the chart.
 Read your sentences to a partner.

Word	Noun or Verb	Sentence
tore		
store		
chore		
boy		
enjoy		
toy		
spoon		
balloon		
cartoon		

ELD Standard

Recognize and produce English phonemes that do not correspond to phonemes students already hear and produce.

ELA Standard

Use simple and compound sentences in writing and speaking.

Demonstrating Comprehension

- Predict with a partner what this story is about by looking at the picture.
- Read the questions first.
- Read the story to a partner. Your partner *sums up* after each paragraph. Switch roles.
- Answer the questions.

THE KAYAK

How is this for adventure? Tie yourself into a tiny boat that can tip over in a flash. Grab a double-headed paddle and set off at breakneck speed down a raging river. Oh, and don't forget your helmet and flotation vest. You'll need both because an important part of this sport is the guarantee that you'll flip over into chilly water and have to turn yourself back up. If all this sounds wonderful to you, then you should take up the sport of kayaking.



A kayak is a small, enclosed boat that was invented by Native Americans in Alaska and the northern provinces of Canada. They used these seaworthy craft, which were made by stretching animal skins around a wooden frame, to hunt and fish in the ocean. But adventurers today prefer the thrill of shooting the rapids in fiberglass kayaks. Kayaking today has grown into an Olympic sport that is enjoyed by millions of people around the world.

The safest way to learn to kayak is to take lessons. Centers throughout the United States can set you up with an instructor, all the equipment you'll need and a safe body of water in which to learn. Once you get the hang of kayaking, you can rent equipment and try it on your own in a relatively calm river or lake. Later, as your skills and confidence improve, you can move up to more challenging waters.

It is interesting to note that kayaking can be enjoyed in cities as well as in distant mountain rivers. Even in the large cities in the East, such as New York, Philadelphia or Washington, DC, kayakers are having a ball in local rivers and in the runoff created by heavy storms.

ELD Standard

Use resources in the text, ideas, and illustrations to draw conclusions and make inferences.

ELA Standard

Make and confirm predictions about the text by using prior knowledge and ideas presented in the text itself, including illustrations, titles and topic sentences.

1. The kayak was invented by —
☐ Canadians
☐ modern adventurers
☐ residents of cities in the East
☐ Native Americans
2. Most kayaks today are made of —
☐ animal skins
☐ fiberglass
☐ wood
☐ aluminum
3. Which of these would be the best title for the passage?
☐ The Double Paddle
☐ Adventure in the Ocean
☐ All About Kayaks
☐ A Ship
4. Which sentence or sentence group from this article shows that kayaking is a popular sport?
☐ Oh, and don't forget your helmet and flotation device.
☐ How is this for adventure?
☐ Kayaking today has grown into an Olympic sport that is enjoyed by millions of people around the world.
☐ The safest way to learn to kayak is to take lessons.
5. The illustration included with this passage is there to —
☐ make the passage more boring
☐ show you how to race
☐ show you what a kayak looks like
☐ show you how to drive
6. One way the author tells you that kayaking is enjoyed in many places is to say that —
☐ kayaking can be enjoyed in cities as well as in distant mountain rivers
☐ kayakers wear hats
☐ kayaks were invented by Native Americans
☐ kayakers go out in heavy storms
7. What does the author mean by the phrase *shooting the rapids*?
☐ shooting quickly
☐ riding a kayak in ocean waves
☐ riding a kayak down river rapids
☐ hunting from a kayak
8. The story suggests that once you have learned the basics, you can kayak in more challenging waters. A word that means the opposite of *challenging* is —
☐ difficult
☐ deep
☐ easy
☐ violent

b Narrative Writing**Narrative Writing**

Narrative writing tells a story.

A story has a beginning, a middle and an end.

Writing Prompt

- Write a story entitled "Shooting the Rapids in a Kayak".

Before Writing: Think about the equipment you'll need to kayak.

Answer the questions.

After Writing: Use the writing checklist. Read your story to a partner.

1. What is the setting? _____
2. Who is riding in the kayak? _____
3. Where are you going? _____
4. When are you going? _____
5. What equipment do you need? _____
6. How long do you ride? _____
7. What happens in the story? _____

ELD Standard

Write a short narrative that includes elements of setting and character.

ELA Standard

Write narratives. Relate ideas, observations or recollections of an event or experience.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

a Narrative Writing

- Read the poem to a partner. Underline the spelling pattern *_one* in all of the words that contain it.
- Draw a picture of someone using a cell phone. Write a story. Answer the “*wh*” questions.
- Use the writing checklist to edit your writing.
- Read your story to a partner.

Cell Phone

Technology has invented a phone
you can carry with you.
You can take it to the office.
You can take it to the zoo.

You can talk on the cell phone
even in a construction zone.
You can talk on the cell phone
When you are all alone.

You can take the cell phone
wherever you go.
However, there is one thing
you must know.

At night, plug your phone in.
Give it a charge.
So tomorrow when you pick
up the cell phone,
you will get a dial tone.



ELD Standard

Recite rhymes, songs, and simple short stories. Write a short narrative that includes elements of setting and character.

ELA Standard

Recite brief poems, soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing. Write narratives. Relate ideas, observations or recollections of an event or experience.

When is it? Morning, afternoon or evening?

[illegible]

Demonstrating Comprehension

- Read the questions first.
- Read the article to a partner.
- Your partner *sums up* what you do to enter the contest.
- Answer the questions.



Future Focus

A Magazine By and For Young Futurists

PREDICT THE FUTURE CONTEST

If you would like to submit an article on what will happen in the future to Future Focus magazine, read the information below:

1. Children ages 12 to 15 may enter one written article.
2. Articles may be poetry, a short story, a rap or a song.
3. All articles must be original work. Your article should be neatly typed or handwritten. Include your name, address and age on the article you send in.
4. If you are interested in reviewing books for the magazine, send us your name, address and the type of books you enjoy reading.
5. Send samples of your artwork if you are interested in illustrating stories or poems that the magazine publishes. Paintings and drawings are acceptable.
6. Please include a self-addressed, stamped envelope if you want your article returned.
7. If your article is published in Future Focus, you will receive two free copies of the magazine and \$100.
8. Send your article to:

Future Focus
2732 River Drive
Chicago, Illinois 65013

ELD Standard

Write a short narrative.

ELA Standard

Write summaries that contain the main ideas of a reading selection and the most significant details.

1. These directions were written in order to —
- ☐ sell the magazine
 - ☐ give guidelines
 - ☐ tell about the future
 - ☐ tell how to write an article
2. Which of these will not be eligible for publication in the Future Focus magazine?
- ☐ a poem about the future written by a 10 year old and typed on a computer
 - ☐ a futuristic poem written by a 15 year old
 - ☐ an article and drawing completed by a 13 year old
 - ☐ a short story written by a 12 year old and typed on a computer
3. Short stories or poems sent in to Future Focus must be —
- ☐ true
 - ☐ less than 5 pages long
 - ☐ original work
 - ☐ illustrated
4. Where could you buy Future Focus?
- ☐ at the library
 - ☐ the directions do not say
 - ☐ through the mail
 - ☐ at the pharmacy
5. If you are interested in reviewing books for Future Focus, you should —
- ☐ send in your name, address and the type of books you like to read
 - ☐ send in your phone number
 - ☐ write to get more information
 - ☐ send in two book reviews
6. If your work is chosen for publication in Future Focus, you will receive —
- ☐ a radio interview and two free copies of Future Focus
 - ☐ two free copies of Future Focus and a certificate
 - ☐ a year's subscription to Future Focus
 - ☐ two free copies of Future Focus and \$100

Write a summary of what you must do to enter the contest.

 Narrative Writing
Narrative Writing

Narrative writing tells a story. It has a beginning, a middle and an end. A story has characters, a setting, an event or problem and an ending or a solution to the problem.

**Writing Prompt**

- Write an article, a poem or a story that you will submit to *Future Focus* magazine. Be sure to follow directions.

Before Writing: Think about the future. Write a story about your family in the future.
Make a story map. Think about the characters, the setting and the story.

After Writing: Use the writing checklist.
Have a partner use the writing checklist to edit your work.
Read your story to a partner.
Publish your story and the stories of your classmates in your own class edition of *Future Focus*.

ELD Standard

Write a short narrative that includes elements of setting and character.

ELA Standard

Write narratives. Relate ideas, observations or recollections of an event or experience.



CHARACTERS



SETTING



EVENTS



ENDING



(Title) _____

Using Past Tense Irregular Verbs

- ✓ You can form the past tense of most verbs by adding the letters ed or d to the verb.

walk → walked

smile → smiled

- ✓ Verbs that do not add ed or d to form the past tense are called irregular verbs.

Present	Past
come	came
drive	drove
eat	ate
give	gave
go	went
ride	rode
see	saw
write	wrote
run	ran
take	took

- Write the underlined verb in the past tense in each sentence.
Read the sentences to a partner.

1. My grandfather (go) _____ to school in a one-room schoolhouse.
2. My grandfather (take) _____ his lunch to school.
3. The students (write) _____ on black slates.
4. Dad (ride) _____ to school on a bicycle.

ELD Standard

Use correct parts of speech.

ELA Standard

Identify and use regular and irregular verbs, adverbs, prepositions and coordinating conjunctions in writing and speaking.

5. Mom (give) _____ her book to her sister.
6. Mom (go) _____ to school in Iowa.
7. Grandmother (see) _____ the photographs of her high school.
8. They (come) _____ to buy the old school desks.

- Write the following past tense irregular verbs in a sentence.
Read your sentences to a partner.

1. came _____

2. ate _____

3. went _____

4. rode _____

5. saw _____

6. wrote _____

Demonstrating Comprehension

- Read the questions first.
- Read the poster on the Antique Clothes Museum to a partner. Switch roles.
- Answer the questions. Read your answers to a partner.

Antique Clothes Museum at Lemon Grove



Activities for People of All Ages

- Watch a video on *Clothes from the Past*
- Visit the Hall of Fame, showing the clothes of famous people
- Eat at the *Antique Hat Restaurant* — the restaurant has the best pie in the West
- Buy gifts at the *Clothes from the Past Gift Shop*

Open 6 Days a Week

Monday – Thursday

Friday – Saturday

Adults \$6.00

October through June

10:00 A.M. to 6:00 P.M.

10:00 A.M. to 9:00 P.M.

Children \$3.00

Ask about a Free Senior Citizen Pass

ELD Standard

Read and orally identify examples of fact/opinion and cause/effect in literature and content area texts.

ELA Standard

Distinguish between cause and effect and between fact and opinion in expository text.

1. The museum's activities are for —

- ☐ children only
- ☐ the entire family
- ☐ your Dad
- ☐ your teacher only

2. The poster does not tell you —

- ☐ where you can eat
- ☐ where you can buy gifts
- ☐ directions to the museum
- ☐ how much it costs to get in the museum

3. Who would be most likely to get in free?

- ☐ your baby brother
- ☐ your grandmother
- ☐ your baby sister
- ☐ your big brother

4. In which of these months is the Antique Clothes Museum open?

- ☐ September
- ☐ July
- ☐ August
- ☐ November

5. Which is an opinion in this poster?

- ☐ The museum is open on Friday.
- ☐ It costs \$6.00 for adults.
- ☐ The museum opens at 10:00 A.M.
- ☐ The restaurant has the best pie in the West.

6. The poster was written in order to tell you —

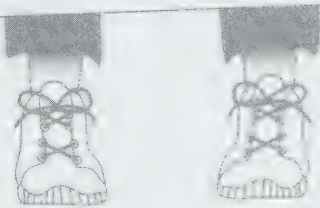
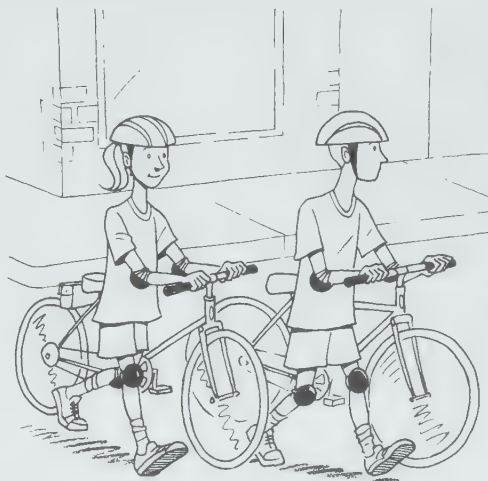
- ☐ the types of antique clothes in the museum
- ☐ how to make a hat
- ☐ the activities at the museum
- ☐ how to get to the museum

Demonstrating Comprehension

- Read the questions first.
- Read the bicycle rules to a partner.
- Answer the questions.

Bicycle Safety: Rules of the Road

1. Obey all traffic laws and signals.
2. Don't ride double and don't try stunts.
3. Ride near the curb in the same direction as traffic.
4. Try not to ride on busy streets with high-speed traffic.
5. Walk, don't ride your bike, across busy intersections.
6. Don't ride in wet weather. When the road is wet, more distance and time is required to stop.
7. Try not to ride at night. Most bad accidents happen at night.
8. Don't wear loose clothing or long coats. They can get caught in the chain or wheels.
9. Watch out for potholes, big rocks, sewer grates and other trouble areas.
10. Keep your bike in good working condition. Red is the best color for a bike.



ELD Standard

Write a short narrative.

ELA Standard

Write a narrative, using concrete sensory details.

1. These bicycle rules were written to —

- ☐ tell the speed limit on streets
- ☐ tell how to buy a bicycle
- ☐ instruct you on how to ride your bike safely
- ☐ tell where to get a bicycle repaired

2. This story is mainly about —

- ☐ a used bicycle
- ☐ bicycle speeds
- ☐ bicycle safety
- ☐ bicycle licensing

3. The fifth rule tells you to —

- ☐ obey all traffic laws
- ☐ ride near the curb
- ☐ watch out for potholes
- ☐ walk your bike across intersections

4. This article is most like —

- ☐ a folktale
- ☐ a biography
- ☐ non-fiction
- ☐ an adventure story

5. What do the bicycle rules say not to wear when riding your bike?

- ☐ loose clothing
- ☐ jeans
- ☐ shorts
- ☐ a heavy jacket

6. In the bicycle safety rules, which of these is an opinion?

- ☐ Don't ride double.
- ☐ Wet weather requires more time and distance to stop.
- ☐ Ride near the curb.
- ☐ Red is the best color for a bike.

b Informative Writing**Writing Prompt**

- Illustrate one of the bicycle rules and write a short paragraph to explain why the rule is important.

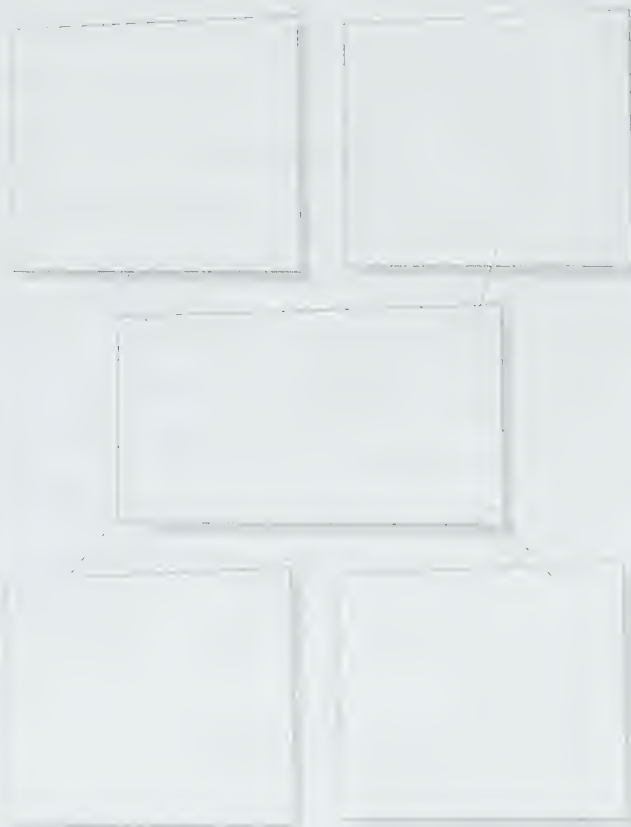
Before Writing: Write a bicycle rule in the center box in the mind map below.

Think about the reasons why the rule is important.

Write the reasons in the mind map.

Draw a picture to illustrate the bicycle rule.

After Writing: Use the writing checklist. Read your paragraph to a partner.

**ELD Standard**

Write a short narrative.

ELA Standard

Write a narrative, using concrete sensory details.

Demonstrating Comprehension

- Read the letters to a partner. Your partner *sums up* what each letter is about.
- Answer the questions.

Dear Diary

These were two letters submitted to Future Focus magazine.
The letters are futuristically dated 2010.

January 30, 2010

Dear Diary:

I'm sorry for not writing to you but, with these new robot maids, you can never find anything. Well, I didn't have any school today. The computer system got a virus. As you know, all our learning is done on the Internet. Even our books are downloaded. We see history come to life on the Internet through video streaming. Since I didn't go to school today, I went shopping at the space mall in our new, electrically-powered flying car. It isn't the same as our old deutronium-powered spaceship. Anyway, Mom and I arrived at the mall in the middle of a disaster. The atomic-powered submarine went on the fritz. Everyone had to use the portable, electrically-charged mini-spaceship.

Talk to you tomorrow.

Sylvia

ELD Standard

Describe the main idea and supporting details of a text.

ELA Standard

Compare and contrast information on the same topic after reading several passages or articles.



January 29, 2010

Dear Diary:

Today we got rid of our old maid. Mom said she was too much trouble. We've had to repair her a lot. So, we got a new robot maid. Her name is Lola. I like having the robots clean the house. At least I don't have to do it. Today, school was cancelled; the computer system malfunctioned. We could not get on the Internet to download our reading materials. It was a catastrophe. You know we have no more books at our school. All learning is done on the Internet. Video streaming provides video footage over the Internet for selected historical events and science experiments. Since we didn't have school, Dad and I decided to take our spaceship to the Moon. We visited Al's Launching Pad and Venus Flytrap's Lunar Drive-Through Food. The food wasn't very good. I'm sure it was nutritious, but I'm tired of eating food on the Moon that comes in different colored cubes. It tastes awful. I can't wait to get home to eat a hamburger.

Talk to you tomorrow,
Jose



1. Both of these letters tell about —
 - ☐ a trip to the mall and robot problems
 - ☐ robot problems and school problems
 - ☐ food problems and school problems
 - ☐ a trip in a spaceship
2. There is enough information in these letters to show that —
 - ☐ people never have problems with robots
 - ☐ learning in school is done over the Internet
 - ☐ there are a lot of books in classrooms
 - ☐ all food in 2010 will be in cubes
3. Which of these sentences would fit best at the end of Sylvia's letter to her diary?
 - ☐ School was over early today.
 - ☐ Schoolbooks are downloaded.
 - ☐ It certainly was inconvenient.
 - ☐ The new robot maid is cleaning.
4. In order to answer question 3, the best thing to do is —
 - ☐ think about the title of the story
 - ☐ reread the end of the letter
 - ☐ look up the word "diary"
 - ☐ think about the entire story
5. Which words tell how Jose felt about the food on the moon?
 - ☐ It tastes like moon food.
 - ☐ It tastes awful.
 - ☐ It tastes wonderful.
 - ☐ I love cube food.
6. If you wanted to know more about life in 2010, you should —
 - ☐ read an encyclopedia
 - ☐ look on an airplane carrier website
 - ☐ read a 20th century history book
 - ☐ read Future Focus magazine

- Look at the Venn diagram. List the main points of Sylvia's and Jose's letters on each side. In the middle, list the similarities in their descriptions of life in the 21st century.



Name _____

Date _____

b Writing a Letter

- Write a letter dated 2020 to a friend.
- Use the writing checklist to edit your work.

January 30, 2020

Dear _____

Sincerely,



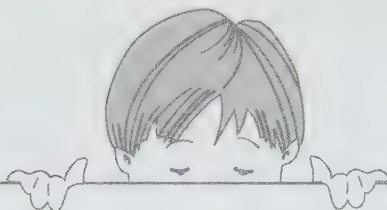
ELD Standard

Independently write a letter, using detailed sentences.

ELA Standard

Use traditional structures for conveying information.

Demonstrating Comprehension



Inventor's Contest Invent a New Form of Communication

Dagwood Company's 'Students are Inventors' Contest

How to enter:

1. You must have an invention for a new form of communication. It must be no bigger than 12" by 14". The invention must be original. It must be something you've thought of yourself.
2. Only students in grades 4 – 6 can enter.
3. Students who enter the contest must live in Texas, Florida, New York or California.
4. Inventions for a new form of communication will be judged on originality.
5. Each student can enter only one invention.
6. Four winners in each state will be chosen by the Dagwood Company's Board of Directors. Winners will receive a trophy and a \$100.00 savings bond.
7. Winners will be announced on August 12.
8. Local newspapers will report on the state winners.

**ELD Standard**

Generate and respond to comprehension questions related to text.

ELA Standard

Use appropriate strategies when reading for different purposes.

1. How many inventions can each student enter?

- ☐ six
- ☐ three
- ☐ two
- ☐ one

2. Why is the Dagwood Company having this contest?

- ☐ to promote reading
- ☐ to reward good student inventors
- ☐ to interest students in farming
- ☐ to sell a product

3. Which of these is not important in the contest?

- ☐ how tall you are
- ☐ where you live
- ☐ how big your invention is
- ☐ what grade you are in

4. You cannot enter the contest if you live in —

- ☐ Massachusetts
- ☐ California
- ☐ New York
- ☐ Texas

5. Which of these students cannot enter the contest?

- ☐ 2nd grade student
- ☐ 4th grade student
- ☐ 5th grade student
- ☐ 6th grade student

6. In this poster, original means —

- ☐ the same as the others
- ☐ old
- ☐ something no one has thought of before
- ☐ big

Irregular Past Tense Verbs

- ✓ You can form the past tense of most verbs by adding the letters ed or d to the verb.
- ✓ Verbs that do not add ed or d to form the past tense are called irregular verbs.

IRREGULAR VERBS

present	past	Past with <i>has, have, had</i>
draw	drew	(has, have, had) <u>drawn</u>
write	wrote	(has, have, had) <u>written</u>
do	did	(has, have, had) <u>done</u>
bring	brought	(has, have, had) <u>brought</u>
make	made	(has, have, had) <u>made</u>
take	took	(has, have, had) <u>taken</u>
throw	threw	(has, have, had) <u>thrown</u>
grow	grew	(has, have, had) <u>grown</u>
fly	flew	(has, have, had) <u>flown</u>

- Write the correct form of the underlined verb in the past tense.
Read the sentences to a partner.

1. In the past, the pilot (fly) _____ a plane with propellers.
2. The baseball player (throw) _____ the baseball.
3. The cactus (grow) _____ in the desert.
4. The waiter (bring) _____ the food to our table.
5. The cook (make) _____ a cake with seven layers.

ELD Standard

Use correct parts of speech.

ELA Standard

Identify and use regular and irregular verbs, adverbs, prepositions and coordinating conjunctions in writing and speaking.

6. The firefighter (take) _____ the fire hose off the fire truck.

7. The teacher (write) _____ the spelling test.

8. The doctor (take) _____ his temperature.

Write a sentence using the past tense verbs. Read your sentences to a partner.

1. brought _____

2. made _____

3. threw _____

4. did _____

5. drew _____

6. flew _____

Descriptive Writing

Descriptive Writing

Descriptive writing describes something.
It tells how something looks, feels, smells, tastes and sounds.

Writing Prompt

-  Create a new form of entertainment.

Draw a picture and describe a new form of entertainment.

Before Writing: Think about what you want to invent.

Think about why your invention is original.

After Writing: Use the writing checklist. Read your description to a partner.



 Descriptive Writing

Descriptive Writing

Descriptive writing tells how something looks, feels, sounds, tastes and smells.

Writing Prompt

- Draw a picture of a robot teacher. Write a description of the robot teacher.

Before Writing: Make a mind map using adjectives to describe the robot teacher.

Draw a picture of the robot teacher.

Write a description of how the robot teacher instructs the class.

After Writing: Use the writing checklist.

Have a partner recheck or edit your writing using the writing checklist.

Read your description to a partner.

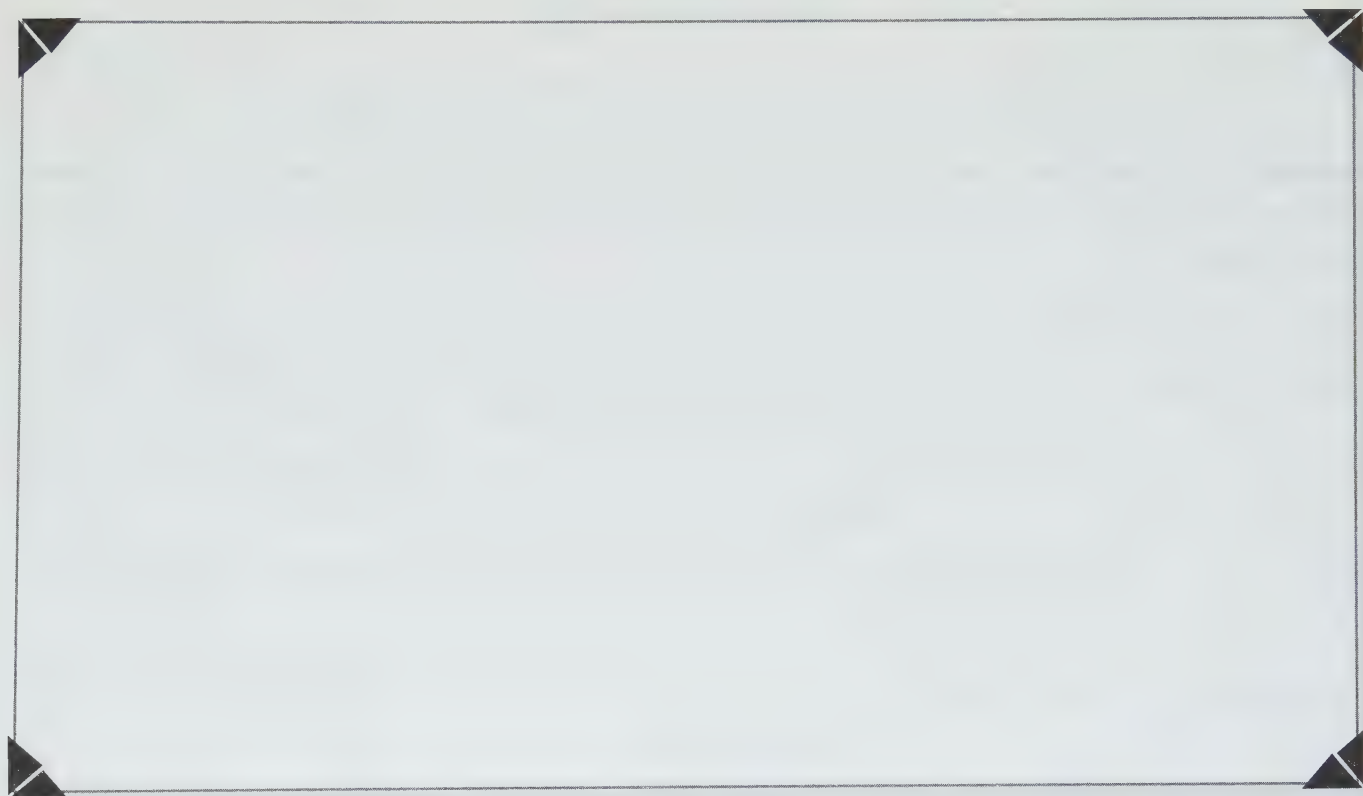
Robot Teacher

ELD Standard

Begin to use a variety of genres in writing.

ELA Standard

Create multi-paragraph compositions.



Writing Checklist / Peer Editing

Example

Prewriting: Things to do before writing

Choose a topic.	
Brainstorm. Use one or more of these graphic organizers: list, outline, table, graph, diagram, story map, mind map.	

Drafting: The first version of your work

Choose and sequence your ideas. Use your graphic organizers.	
Write a first draft.	

Revising: Improving your work

Read over what you wrote. Does it make sense? Does a word need to be added or taken out?	
Make sure each sentence has a noun (person, place or thing).	The <u>building</u> is very tall.
Make sure each sentence has a verb (action word).	The president <u>travels</u> frequently.
Make sure the subject and the verb of each sentence agree. If a subject ends in s, the verb can't end in s.	<u>My friends</u> <u>play</u> computer games.
Pay careful attention to the verb tense.	<u>Yesterday</u> , I <u>waited</u> for you.
Use plurals correctly.	books, speeches, cact <i>i</i>
Use a variety of parts of speech (adverbs, adjectives, etc.).	The <u>tall</u> , <u>handsome</u> man with the <u>big</u> , <u>red</u> hat walked <u>quickly</u> away.
Expressions and idioms are not changed.	<u>It's raining cats and dogs</u> .
Only one and or but is allowed in a single sentence.	She is going to play <u>and</u> go swimming. I like math, <u>but</u> my brother likes science.

Proofreading: Correcting spelling, punctuation and grammatical mistakes

Always capitalize the word I.	<u>I</u> like to eat soup. Maria and <u>I</u> look alike.
Check to see that each sentence begins with a capital letter.	<u>Y</u> our brother reads the newspaper.
Check to see that each sentence ends with the correct punctuation (!?): ▪ A period ends a statement. ▪ A question mark ends a question. ▪ An exclamation point ends a sentence that expresses strong emotion.	We are going skating. What's your address? Wow, this is fun!
Check to see that each new idea begins a new paragraph. Indent each new paragraph. If your writing has more than one paragraph, you can indent each new paragraph or skip a line between each paragraph.	
Check the spelling of frequently misspelled words (such as their, they're, there and two, to, too): ▪ Incorrect: I speak English. I speak Spanish, to. ▪ Correct: I speak English. I speak Spanish, too.	
Check the spelling of contractions.	will not = won't; should not = shouldn't; would not = wouldn't; must not = mustn't; can not = can't; could not = couldn't; it is = it's; they are = they're
Check to see that commas are used correctly. ▪ Use a comma between the name of a city and a state. ▪ Use a comma between the day and the year in a date. ▪ Use a comma to separate three or more items in a series.	He lives in Fresno, California. My younger sister was born on August 14, 1995. She likes cats, dogs and mice.

Publishing: Presenting your work to the world

Copy over your story neatly.	
Have a partner edit your story using the Writing Checklist.	
Read your final story to a partner.	

Santillana Intensive English is a standards-based English Language Development program designed to help K–6 students acquire social and academic language skills through content-based instruction. This program's easy-to-use format, flexible lessons, and innovative teaching strategies help students learn English quickly and effectively.

Teacher Components (K–5)

This **Teacher's Resource Kit** contains:

- ✓ 120 Lesson Cards that follow a 3-step lesson plan: Teach, Practice and Apply, Extend
- ✓ 2 Placement Cards
- ✓ 1 Set of Vocabulary Cards
- ✓ 1 Personal Vocabulary Cards Booklet (K–2 only)
- ✓ 12 Assessment Cards
- ✓ 1 Assessment Program for Oral Language Development
- ✓ 1 Home-School Connection Packet
- ✓ 1 Proficiency Questions Packet
- ✓ 1 User Guide

Student Components Also Available (K–5)

Classroom Library ties into unit themes and provides additional reading comprehension practice.

Opening Doors is a comprehensive activity book that includes phonics, reading, writing, spelling, grammar, and vocabulary activities.

Vocabulary Enrichment Workbook provides classroom extension activities to reinforce lesson vocabulary.

Student Reader develops literacy and reading comprehension skills through leveled reading selections.

Comprehensive Assessment Program Also Available (K–8)

Santillana English Benchmark Assessments



Our mission is to make learning and teaching English and Spanish an experience that is motivating, enriching, and effective for both teachers and students. Our goal is to satisfy the diverse needs of our customers. By involving authors, editors, teachers and students, we produce innovative and pedagogically sound materials that make use of the latest technological advances. We help to develop people's creativity. We bring ideas and imagination into education.

ISBN-10: 1-58986-557-X
ISBN-13: 978-1-58986-557-0



9 781589 865570